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ABSTRACT

The Quality Measurement Project (QMP), initiated in 1957, published its final report, a School Quality Workbook, in 1963. When the achievement tests on which the QMP norms were based were renormed by the publisher, it was decided to test again in 1965. The results of that testing are reported herein. Testing was restricted to grades 5 and 8 in selected areas throughout New York State and background information was compiled on each student. The workbook is intended as an evaluative instrument to aid administrators in judging the quality of their school systems. The level of academic achievement with reference to students, school systems, and similar systems (large and medium cities, small cities, villages, large rural, and small rural) can be determined for the total test and subtests of the Iowa Tests of Basic Skills. Section I of the workbook explains the normative figures and tables in Appendices A-D which are based on school system mean achievement scores. Section II explains the tables in Appendices E-P which allow one to compare the achievement of certain defined student groups within a school system with similar groups elsewhere. Variables include father's education, mother's education, father's occupation, I.Q., and size and location of school. (CK)

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SECOND SCHOOL QUALITY WORKBOOK

The Quality Measurement Project

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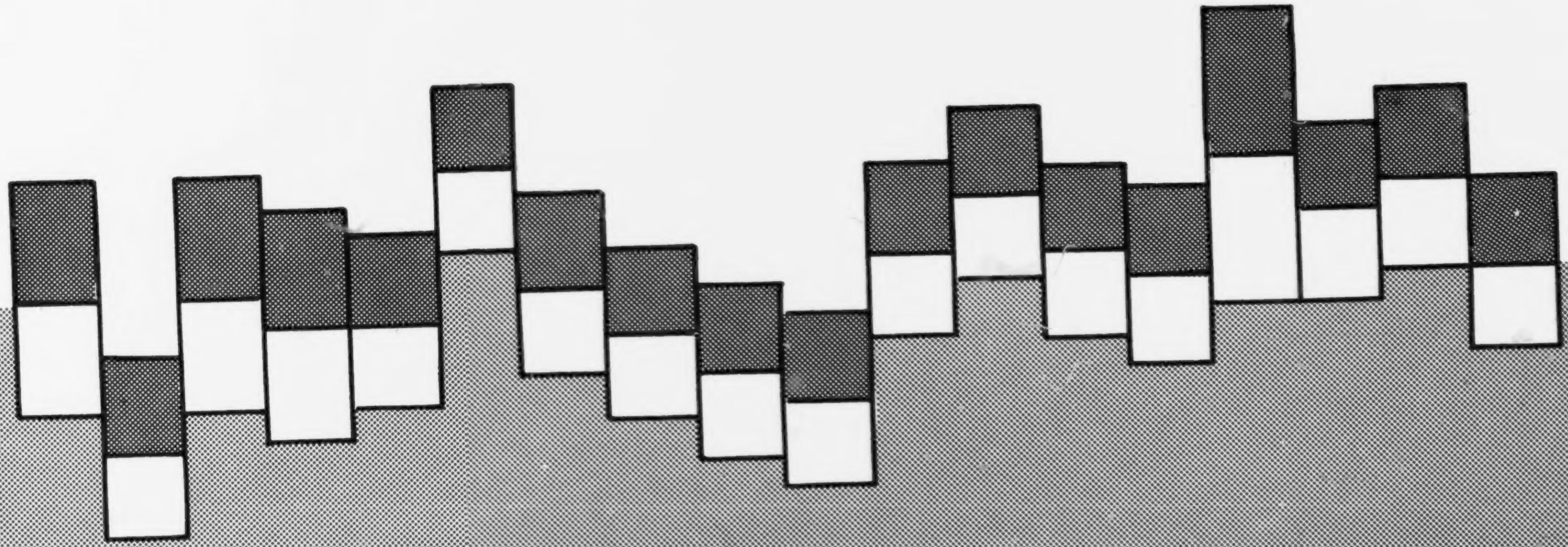

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SECOND SCHOOL QUALITY WORKBOOK

The University of the State of New York
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Bureau of School Programs Evaluation
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April, 1970

Foreword

The Quality Measurement Project, under whose aegis the research reported herein was conducted, had as one goal the development of methods by which local administrators could determine strengths and weaknesses of school operation as reflected by their effects upon students. This work is continuing under the project title, "Performance Indicators in Education."

The latest endeavor of the Quality Measurement Project has been to build upon knowledge gained in the past to provide a computerized norming and reporting system that can produce reports to local districts within a short period of time. The information thus provided could be used for local administrative control and planning.

That this has been done, reflects the vision and direction of Gerald Wohlford, the attention to detail by the late Miss Mary Harris, and the mental and moral support of Charles Armstrong, all of whom, at the time of this project, were members of the Bureau of School Programs Evaluation of the New York State Education Department. Mrs. Lynne Curtis, recently of the same bureau, was responsible for the organization and accuracy of the normative tables of this report. The programming talents of James Carter and Arnold Chapman, members of the Division of Electronic Data Processing, have also contributed to the success of this project.

LORNE H. WOOLLATT
Associate Commissioner for
Research and Evaluation

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Introduction

The Quality Measurement Project was established within the Office of Research and Evaluation of the State Education Department in the spring of 1957. It had as its purposes: 1) to survey the problem of measuring school system effectiveness; 2) to determine if school system quality could be measured; and 3) to construct evaluative instruments that would help administrators in judging the degree of excellence of their particular systems. Accordingly, achievement data along with pertinent community, staff, student, and financial data were collected during the 1957-58 through 1959-60 school years. Two interim reports and a final report were published. These were: *The Assessment of School Quality*, 1959; *Procedures in School Quality Evaluation*, 1961; and *School Quality Workbook*, 1963. Several informal documents were also published.

Two factors influenced a decision to once again conduct large scale testing. The first of these was a renorming by the publishers of the *Iowa Tests of Basic Skills*, the achievement battery upon which the previous Quality Measurement Project achievement norms had been based. The second factor was the acquisition of a computer by the State Education Department. While recalculation of the State norms was felt necessary, at the same time availability of new processing facilities would provide three distinct advantages. Not only would the necessary computations be accomplished more quickly, but close control through frequent checks would provide a testing and reporting procedure tailored to the desired outcomes. In addition, the computer program which was to synthesize the data and calculate the results would be readily available for future use.

Based upon a careful study by the Quality Measurement Project staff of the frequency of use of commercial tests in New York State school districts, the *Iowa Tests of Basic Skills*, Form IV, was chosen as the achievement battery to be administered. Monetary as well as staff considerations restricted testing to two grades----five and eight. Ninety-nine school districts were selected as a sample with differences of size, location, and community characteristics represented. New York City was not included.

Test materials and scoring costs were assumed by the Offices of Research and Evaluation, while test administration and collection of other student data was accomplished by each cooperating school system.

Testing of approximately 45,000 pupils was completed before the end of November 1965. While administering the achievement battery, each school system simultaneously compiled pupil background information. The demographic data were recorded in code form in special areas of each child's answer sheet.

Each answer sheet was carefully checked by Quality Measurement Project staff members for intensity of penciled responses, correct entry of pupil name, completeness of pupil name, completeness of pupil background data, and sensibleness of coded entries. Bundles of answer sheets were number coded for identification of school building and system before shipping to the Houghton Mifflin Scoring Service in Iowa City. Class lists, school building and school system averages, plus Hollerith punched cards for each student were electronically produced by the Scoring Service from the individual student answer sheets.

When the reports and materials were returned to the Quality Measurement Project office, punched cards and answer sheets were compared with class lists for a count check and sensibleness of entries. Corrections to punched cards were made where necessary. Data on the punched cards were then scanned by a specially written computer program which further tested for errors of entry.

Even before the tests were administered, personnel of the Division of Electronic Data Processing were developing a computer program to convert pupil grade equivalent scores into the scales contained in this publication. The program also compared the system means and pupil scores of each school system to the derived normative scales and printed an individual school district report. The confidential evaluative report was then forwarded to the proper school system.

The program developed makes it possible to produce State (or national) normative scales and individual system reports within a very few months of testing. Each step of the process--scoring, checking, derivation of normative scales, and production of system reports--can be accomplished electronically with a minimum of human manipulation. Computerization of data collection, checking, and processing not only reduce the time-lag between date of test administration and receipt of finished report, but also greatly reduce error.

Though many hours were spent in communication with school systems, test company, and computer programmers, these hours of staff time would be greatly reduced for subsequent testings. For example, the computer program has been written and logistical problems pertaining to supply and correction of test materials have been overcome. Thus, evaluative testing need no longer be an onerous task, but can be conducted rapidly and accurately with large numbers of pupils.

Added information secured through analysis of the data collected in preparation for the reports to the school districts, original research in the Bureau of School Programs Evaluation, and this Workbook are contained in a nontechnical publication. *Toward An Evaluation of Education*, published in September of 1969. Because inclusion of a third section to this Workbook, which would have dealt with comparison of achievement through use of nomographs, would have overburdened this already sizable document, the nomographs will appear in a later separate publication.

Composition of the Workbook

Types of Data Included

The *Second School Quality Workbook* is meant to be an evaluative instrument which will aid administrators in judging the quality of their school systems. The Workbook is a method of determining the level of academic achievement in the basic skill of a school system with reference to similar systems and children. Comparison of academic achievement is possible through the use of norm tables which are divided into classifications of community and socioeconomic type and composition of the student body in regards to I.Q. and socioeconomic or educational home background.

Test companies routinely provide normative data to schools administering their tests. This information provides useful scales with which a school system's average can be compared. The Quality Measurement Project staff, however, believes that further classification is necessary. The first *School Quality Workbook*, published in 1963, used two methods of classification: by the type of community in which the school is located (Large City, Urban, Village, and Rural), and by the socioeconomic level of the pupils as measured by the occupational rating of each child's father.

In presenting the 1965 data, classifications of community type are once again employed. The Large and Medium Cities, Small Cities, Villages, Large Rurals, and Small Rurals classifications are herein based solely on the size of the communities, and not the location or composition of the communities.

As further refinements to the socioeconomic rating in this study, both the father's education and Mother's education are used in addition to father's occupation. This classification system establishes three specific norms which permit comparison of schools and of students of similar characteristics.

The great effect that IQ has upon academic achievement has long been recognized. Therefore, it was felt that a classification scheme that group school systems and students by IQ would provide additional information that would allow for more meaningful comparisons among school systems with student bodies of similar composition. The Lorge-Thorndike Intelligence Test measures both verbal and nonverbal intelligence and provides scores for both of these test areas plus a composite score. Since the distribution of scores for each of these tests is different, separate norm data for each IQ test area are presented in this study.

The Workbook is divided into two sections. Section I presents normative figures and tables wherein data are based upon school system mean achievement scores. Data encompass test areas for grades five and eight.

Section II presents normative tables which make it possible to compare achievement of certain defined student groups within a school system with similar student groups across the State. Tables are provided for grades five and eight.

Sections I and II describe with supportive illustrations, the procedures to be followed in using this workbook. Normative figures and tables are provided in Appendices A through P for use by the school system in the preparation of these individual comparisons. Section I pertains to the normative data in Appendices A through D; Section II deals with the data provided in Appendices E through P.

No school system may make use of all the norms presented in this Workbook, since some may not be germane to the background of the system. However, pertinent normative tables and figures in both sections should be completed whenever feasible. In this way a school system will obtain the maximum amount of information about how it is achieving in comparison to similar systems.

Collecting and Processing Data

Normative figures and tables presented in both sections of the Workbook were created from both student scores and school system mean achievement scores as secured by administration of the *Iowa Tests of Basic Skills*, *Form IV*, in grades five and eight. School systems wishing to make use of the normative information in this workbook must employ the same test battery. Scores obtained from administration of other batteries would not be applicable.

Test scores can be derived either as grade equivalents or percentiles. The normative tables for this workbook, however, were constructed using grade equivalents only. Grade equivalent scores are reported by the scoring service, or secured by hand scoring, as whole numbers for the scores of individual children, and carried to tenths for school building and school system averages. Grade equivalents from the above sources are based upon a school year of 10 months. An individual student grade equivalent score of 52 represents 5 years and 2 months of schooling, while a school system average of 56.1 would represent 5 years and 6 months of schooling. Grade equivalent norms as presented in this workbook express the year as a whole number and the month as a decimal. Moving the decimal point one place to the left converts a derived individual score, or school system average score into the grade scores as used in this Workbook. Thus a student score of 52 becomes 5.2 and a system average of 56.1 becomes 5.61.

Administration of the achievement tests in the school systems took place during the months of September through November. Thus, the normative tables in this Workbook reflect a beginning-of-year standardization. Any school district wishing to make use of the comparative achievement tables included herein, must either test during the first 3 months of the year or correct the scores obtained at other times to beginning-of-year values.

Conversion of pupil scores is accomplished by transferring equivalent percentile values from a later testing table to the beginning-of-year table. To do this, each grade equivalent score is converted to its percentile according to the percentile table standardized for the time of year in which testing took place.

The percentile is then used as a referent point on the "Beginning of Year" table to determine the converted grade equivalent score. For example, an eighth grade Total Arithmetic score of 8.6 secured through testing in May yields an equivalent percentile of 50 when the "End of Year" eighth grade table is used. A percentile of 50 is equal to a grade equivalent score of 8.0 (with the decimal point moved) on the "Beginning of Year" eighth grade table. Percentile tables are found among the final pages of the Teachers Manual which accompanies the Iowa Tests of Basic Skills.

Student converted scores when averaged yield school building and school system average scores which can be entered directly into the normative figures and tables.

School systems, receiving building and system averages as a part of the contractual service from the Scoring Service, will use the tables provided among the final pages of the "Administrators Manual." Those systems testing in other than the fall months will follow the same procedures as outlined above, using of course, the appropriate grade, subject, and time-of-year tables in the "Administrators Manual." The corrected school and system averages may then be used in the normative figures and tables of this Workbook after the decimal points are moved to the left one place.

SECTION I. Evaluation by Use of School System Mean Achievement Scores

An Overview of Section I

It has been found over the years that schools in New York State generally achieve at a higher level than do many school systems in other areas of the country. Thus comparisons made to averages of other New York State schools are more valuable than comparisons to the national norms supplied by test companies.

This section makes possible comparisons of system achievement averages to averages of systems grouped into relatively specific categories of school system background. Thus a more precise estimate of school system performance can be derived than has been previously possible. In this section the normative data are so arranged that as one progresses through the figures and tables, the norms to which a school system can be compared become progressively more specific.

Normative data are presented by two styles in this section. Though both styles are arranged by grade and subject area within the grade, data are first presented in the form of figures (Appendices A and C) and second in the form of tables (Appendices B and D). Appendices A and B present grade 5 normative data, while Appendices C and D contain grade 8 normative information. The figures make possible a simple visual as well as numerical comparison of system achievement averages to those of State, community type, socioeconomic and IQ groupings.

Each of the columns in the figures (see also Appendices A and C) represents a comparison group of schools. All columns in these figures have been divided into four areas. The solid line in the middle of each white area represents the mean or the average score for that column or classification of school systems. The white areas on both sides of this heavy line together encompass 50 percent of the distribution, and can be thought of as the second and third quarters of the distribution. The shaded areas at the extremes of each column encompass the remaining two quarters.

The lowest quarter has been designated as the first quarter and the top quarter as the fourth quarter. Comparison to each norm group in a given achievement test area is made by determining into which quarter a particular school system mean score falls in each relevant column.

The tables are further subclassifications of school system achievement averages by community type, each subclassified in turn by a socioeconomic or IQ level. The tables contained in Appendices B and D of this section of the Workbook are extensions of the figures of Appendices A and C. The format of the presentation of the normative data has been changed from that of figural to tabular style to reduce the number of pages. Illustrative explanations of the use of the figures as contained in Appendices A and C will be treated first. Classificatory information used for entry into the figures are also used in the tables. Explanatory text for using the tables follows that of the text for the figures.

Evaluation by Comparison With New York State Norms

The New York State norm is the first column of each figure and represents the distribution of the mean scores of all school systems that cooperated in the study. Figure 1 is the grade 8 vocabulary normative figure. The average for all systems, as represented by the middle horizontal line of the first column, is approximately 8.36. The line dividing the first and second quarters is about 8.04, and that dividing the third and fourth quarters is approximately 8.68.

Figure 1 illustrates the placement of the mean eighth-grade vocabulary score for a hypothetical school system. The mean vocabulary score of 8.32 for the hypothetical school system has been located on the scales on both sides of the chart and a dashed line has been drawn connecting these two points. While this line may be compared to the norms in any or all of the 27 columns of figure 1, for purposes of explanation here, the comparison of Total New York State norm (column one) will only be made at this time. The hypothetical score of 8.32 crosses the second quarter of the Total New York State distribution slightly below the mean line. Thus, the conclusion would be that average achievement in eighth-grade vocabulary of students in this hypothetical school is slightly lower than that for other school systems throughout New York State.

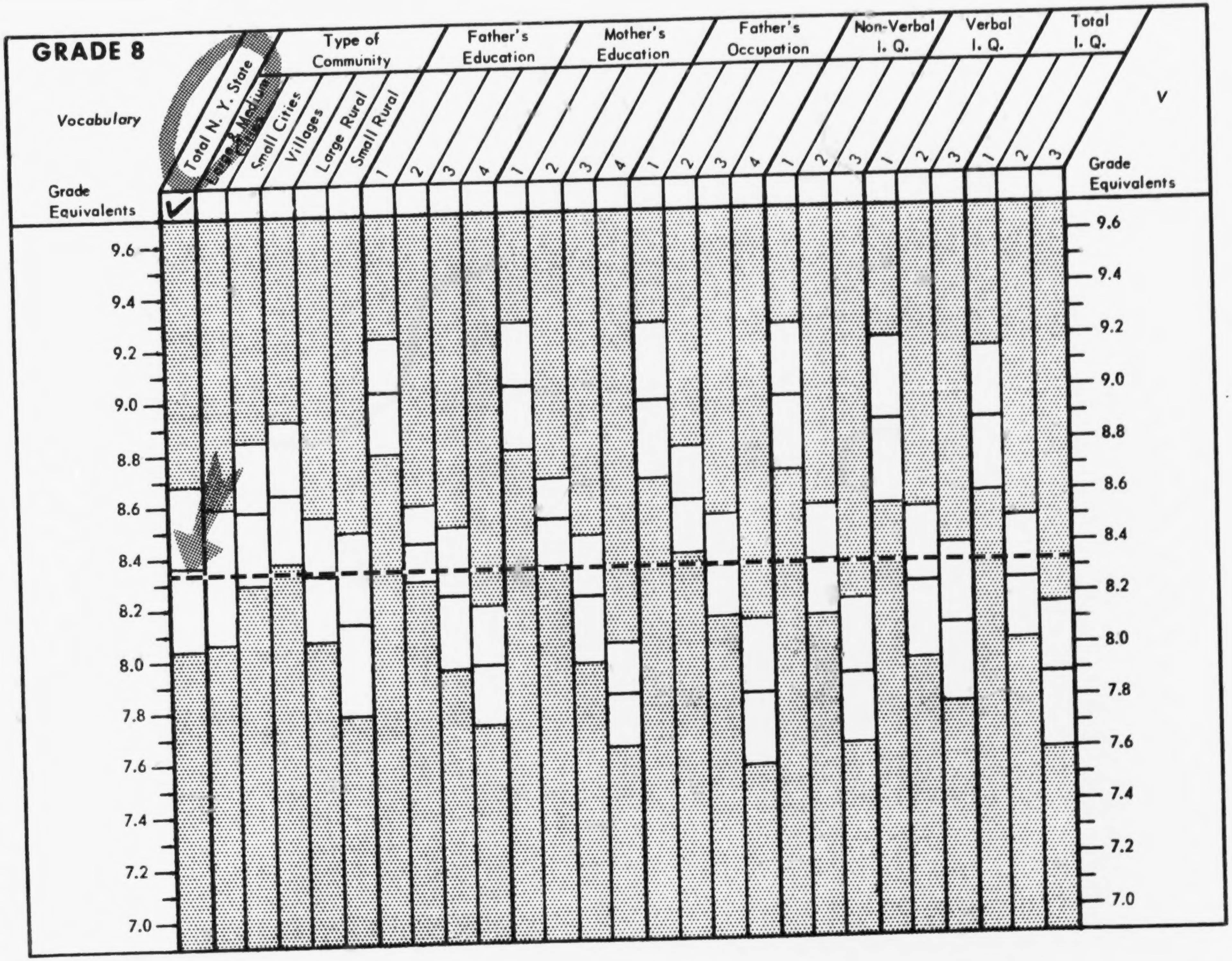


Figure 1. Illustration of Use of Total New York State Column

Evaluation by Comparison Based on Type of Community

The next type of classification utilized in these charts is the type of community in which the school system is located. Communities have been divided into five categories: Large and Medium Cities, Small Cities, Villages, Large Rurals, and Small Rurals. Thus five normative columns are provided for this classification. Categories included herein are designations based on the size of the community or the enrollment of the school system which serves the community, and not on the location or social composition of the community. Table 1, page 11, gives the actual breakdown into the categories and is to be used in the determination of the proper community category.

Large cities having many school buildings may wish to consider each building separately or group several schools according to the socioeconomic level of the attendance area in this and subsequent classifications. In this way, each school building average could be compared to the most comparable norms and the identity of each building would not be lost in the entire large city school system mean.

After the school system's community type has been determined by use of table 1, a check (✓) should be placed at the head of the appropriate column of the "Type of Community" group on each norm table in Appendices A and C. If the decision were that the "Large Rural" classification best fitted the community in which the school system was located the checkmark would be placed as in figure 2.

Table 1

Community Type Classifications

Classification	Description
Large & Medium Cities	Includes the so-called "Big Five" and all other cities with a gross population in excess of 50,000 people.
Small Cities	This provides for the remainder of the city school districts including enlarged city school districts with a gross population of less than 50,000.
Villages	Includes village superintendencies and other large central or union free school districts with enrollments of greater than 2,500 pupils.
Large Rural	Contains union free and central school districts with enrollments ranging from 1,100 to 2,500.
Small Rural	The remaining school districts in the State with enrollments of less than 1,100 pupils are placed in this classification.

In this case, the Vocabulary average of the hypothetical school, as illustrated by the horizontal dashed line across the norm chart (figure 2), is now found to be nearly on the average for Large Rural school districts. Students of the hypothetical school, therefore, are achieving in eighth grade vocabulary at the same level as the average of other students in similar communities.

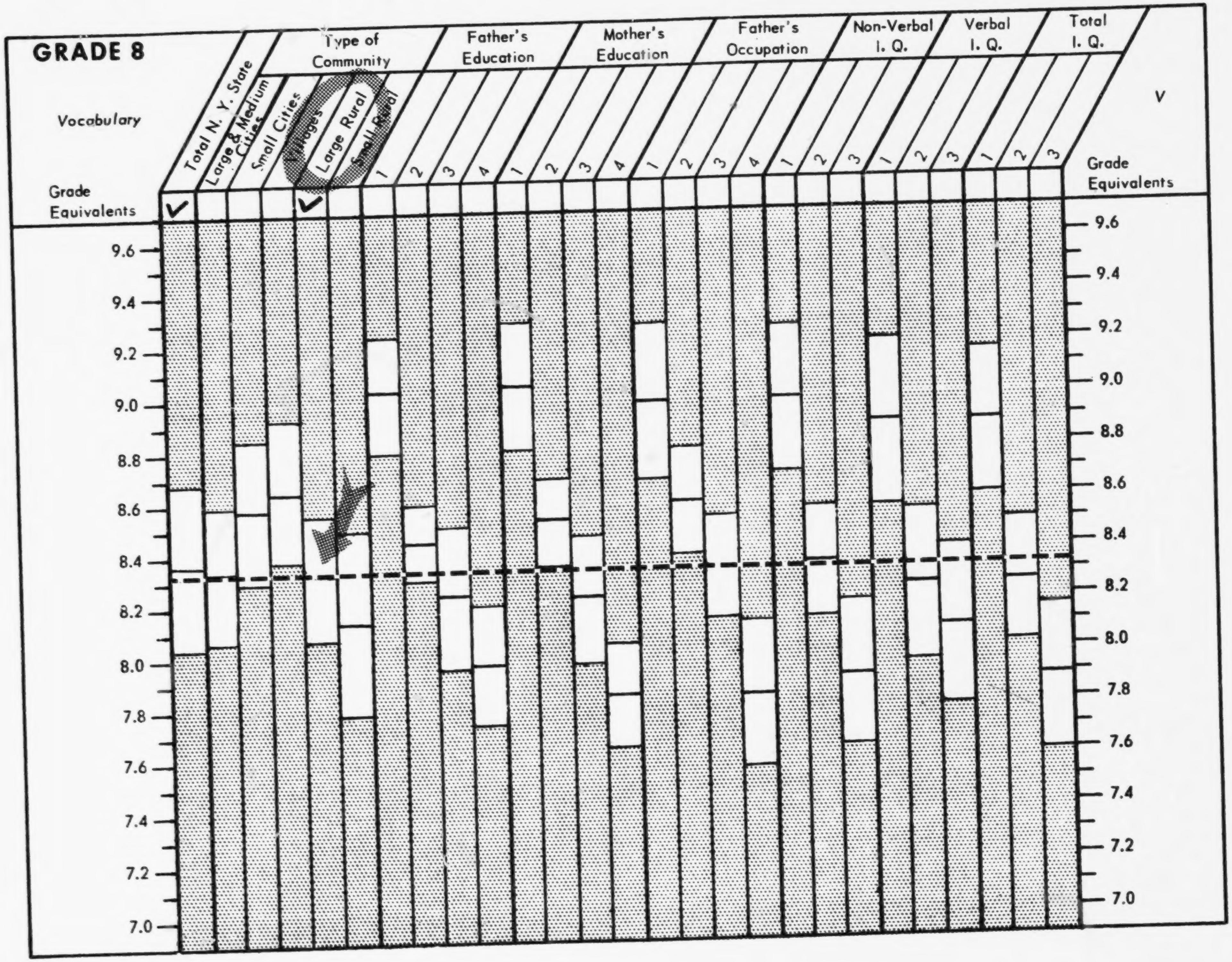


Figure 2. Illustration of Use of Type of Community Column

Evaluation by Comparison Based On Socioeconomic Level

Another method of classifying school systems is by the socioeconomic level of the people living in the school district. There are various ways of determining a community's socioeconomic status. In the first School Quality Workbook, the average level of the occupation of the main wage earner in each household was used as the sole determinant of the socioeconomic level of each child. In the present Workbook, in addition to classifying by occupation, schools have also been classified by the average level of both the father's and of the mother's education.

Though the figures in Appendices A through D contain columns for each of the three educational and socioeconomic classifications, it is doubtful that a school system will need or feel it necessary to utilize each of these classifications. A suggested order of use would be; first, Mother's Education; second, Father's Occupation; and then, Father's Education. However, choice of a classification should be dependent upon the ease and accuracy with which the data may be collected.

Education Level

The education level of the parents of each student in a school system is determined by use of the rating scale described in table 2. It is based on a six-point scale in which 0 equals four or more years of college and 6 equals no formal education.

Table 2

Parents' Education Rating Scale

Scale	Educational Level
0	Four or more years of college
1	1 to 3 years of post high school education
2	High school graduate
3	Tenth grade or more but not high school graduate
4	Seventh through ninth grade
5	Sixth grade or less
6	No formal education

Once ratings are established for either or both parents of each child in the grade under consideration, each set of ratings is averaged. Thus, a school system may have averages for both father's and mother's educational levels by grades.

Table 3 shows how the school system education averages were grouped for use in the norm charts in Section I. These groupings and subsequent similar socioeconomic groupings were established by statistical methods to encompass modes.

Table 3

School System Average Education Groupings

Group	Education Average	
	Father's Education	Mother's Education
1	0 - 1.70	0 - 1.79
2	1.80 - 2.29	1.80- 2.19
3	2.30 - 2.69	2.20 -2.59
4	2.70 and over	2.60 and over

In the case of the hypothetical school, a school system mean father's education rating of 2.27 and a mean mother's education rating of 3.34 have been chosen. Therefore, this school system would fall into the second father's educational group and the third mother's educational group. Placing checkmarks at the heads of columns whose numbers correspond to the educational ratings obtained above, allows for quick reference to the proper norms (see figure 3).

The dashed line representing the hypothetical school's mean vocabulary score crosses the second quarter of the norm for schools within the second father's educational grouping and crosses the third quarter of the norm for schools within the third mother's educational grouping. Students in this school, therefore, are achieving lower than the average of students in other schools in the same father's educational group but are achieving above the mean of students in schools within the same mother's educational group.

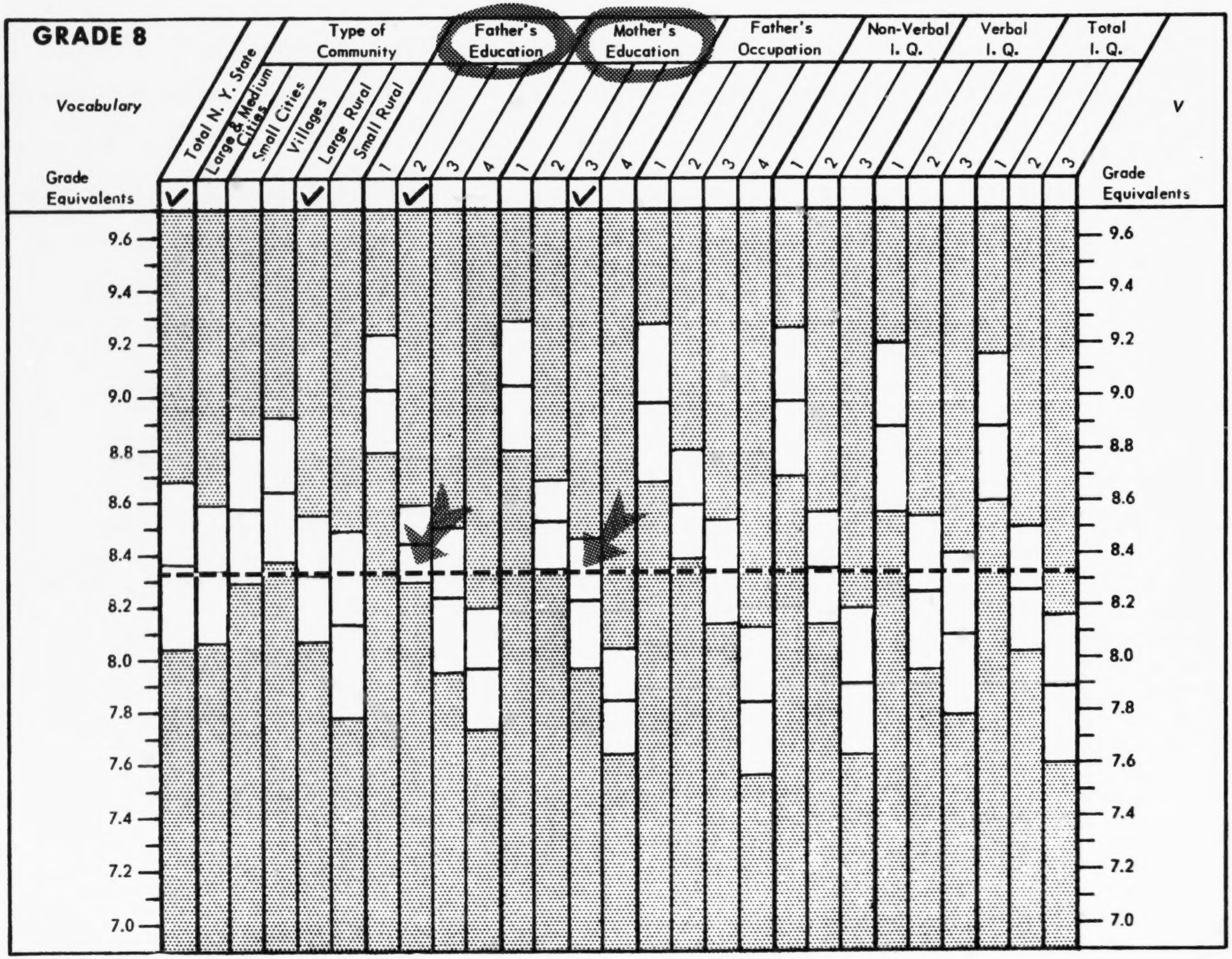


Figure 3. Illustration of Use of Father's Education and Mother's Education Columns

Father's Occupation Level

Another socioeconomic classification is based on the occupational level of students' fathers. The technique used in deriving the rating is similar to the one previously described. First, the occupation of the father (or the mother if she is the major wage earner) of each child is obtained. The occupation is then assigned a value of from 1-7 according to the "Modified Warner's Rating Scale for Occupation" as found in table 4. Occupational values are then averaged to produce a school system mean rating. After obtaining the average rating, reference should be made to table 5 which provides for conversion to a four-point school system fathers' occupation rating. This final rating is the one referred to in the norm tables.

It may be found that often it is hard to establish the exact occupation of a child's father. Frequently the child does not know what his father does for a living, or he knows only of his father's work in broad terms. Vague terminology in the titles of occupations leads to confusion. A "farmer" may own a farm with submarginal acreage or may own a large dairy farm. An "engineer" could be a man with a graduate degree or an inflated title for a janitor. For these reasons, judgment must be used in determining each father's occupation from the remarks of the children.

Table 4
MODIFIED WARNER RATING SCALE FOR OCCUPATION *

1

architects
certified public accountants
chemists, etc.--with post-graduate training
dentists
doctors
engineers
high school superintendents
judges
lawyers
managers--regional & divisional large financial & industrial business
ministers--graduates of divinity
veterinarians

2

accountants
assistants to executives, etc.
chiropodists
chiropractors
farm owners--large scale operators
librarians--graduate
managers--large business
ministers--some training
newspaper editors
nurses--trained
office department managers--large businesses
postmasters
salesmen--real estate and insurance
teachers--high school
undertakers

3

auto salesmen
bank cashiers
bank clerks
contractors
justices of the peace
librarians--not graduate
ministers--no training
optometrists
postal clerks
secretaries--to executives
social workers
supervisors--railroad and phone
teachers--grade school
undertakers' assistants

all minor business officials

4

aviators
bookkeepers
butchers
clerks in offices
dry cleaners
foremen-factory
mail clerks-rural
owners--electrical, plumbing, carpentry business
railroad conductors
railroad engineers
ticket agents--airlines, buses, railroads
sales people--dry goods store
sheriffs
stenographers
watchmakers

5

auto assemblers and mechanics
barbers and beauty operators
bartenders
butchers--supermarkets and apprentices
carpenters and cabinet makers
clerks & checkers--dime stores, drug stores, supermarkets
cooks, bakers and caterers
electricians--employed and apprentices
factory workers, skilled--dress cutters, lath operators, seamstresses
firemen, policemen and detectives
linesmen--telephone and telegraph
mason, plasterers, painters
mechanic--skilled
practical nurse
printers and lithographers
radio and TV repairmen
self-employed--small business
small farm owners and managers
technicians for laboratories, TV, airconditioning

6

assembly line workers, mfg.
attendants--state hospitals, amusement centers, parking lots
baggage men
carpenters assistant--other assistants to skilled trade
clerks--supply, shipping
delivery men & messengers
gardeners, greens keepers
gas station attendants
jailor
mail handler
milkmen & employees in dairy
moulder
night watchmen, night policemen
operators--motor vehicles, elevators, bridges, heavy equip.
sailors and deck hands
semi-skilled workers--building trades, factories, plants

7

caddy
car washer
dishwasher
farm laborers
heavy laborers--all occupations
hospital orderly
janitors and custodians
migrant workers
miners
moving men
newsboys
odd-job men
scrubmen
window washers

*Warner, William Lloyd. Social Class in America. Glouchester, Mass: Peter Smith, 1957, pp. 140-141.

Table 5

School Systems Average Father's Occ. Groups

Group	Averages
1	0 - 3.79
2	3.80 - 4.39
3	4.40 - 5.19
4	5.20 +

After a school system's occupation average has been determined by first assigning a numerical value for each father's occupation (table 4), then averaging the values, and finally assigning a rating through table 5, a checkmark should be entered at the head of the appropriate column on each of the norm tables. An average occupational level of 4.57 for the hypothetical school system when referred to the groupings in table 5, results in a rating of 3. The checkmark, in this case would be entered at the head of column 3 under the father's occupation grouping, as was done in figure 4.

The horizontal line representing the mean vocabulary score of the hypothetical school crosses the heavy line which represents the mean for communities having similar occupational ratings. Thus the hypothetical school is achieving at the same level as the average of other communities of similar father's occupational background.

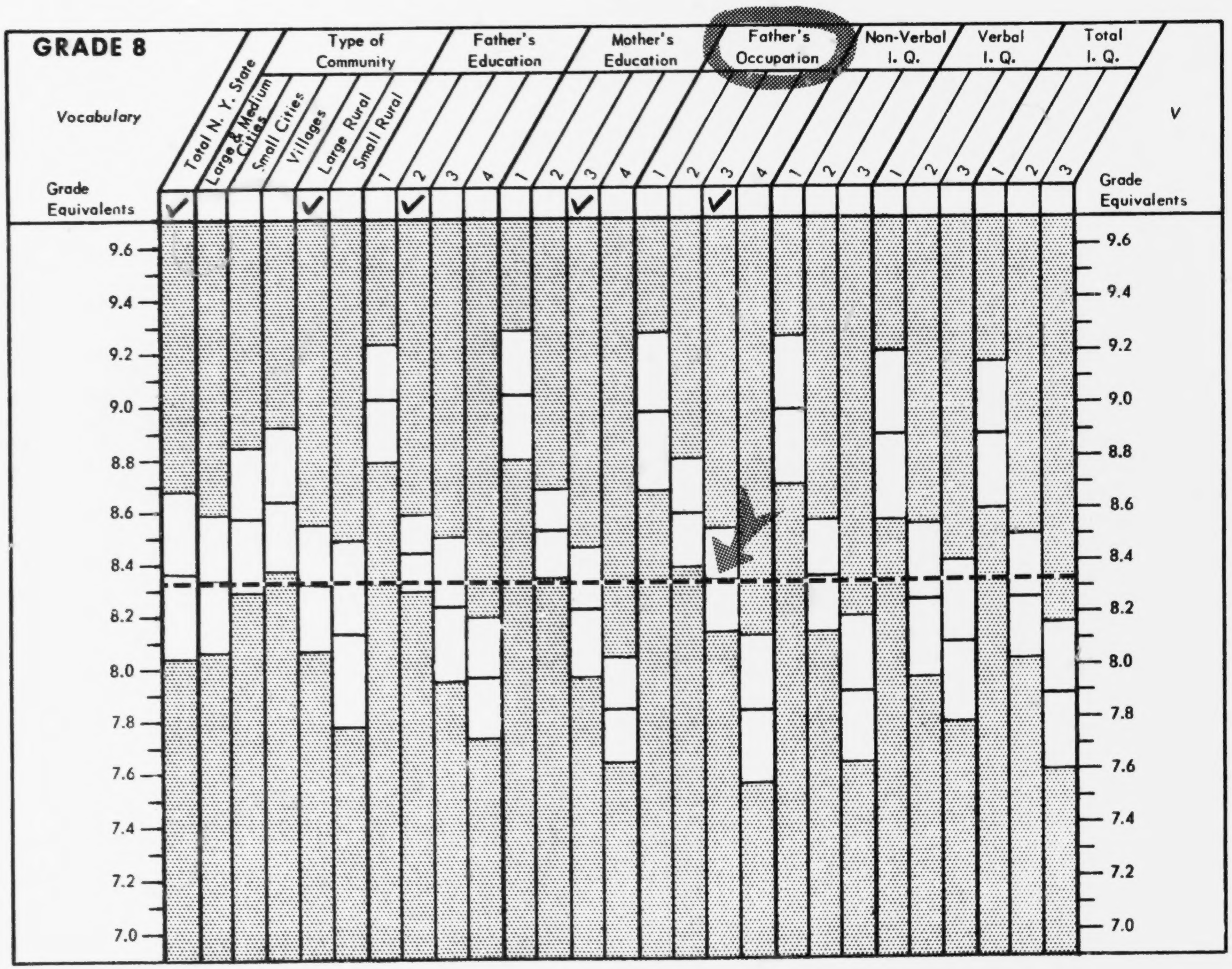


Figure 4. Illustration of Use of Father's Occupation Columns

Evaluation by Comparison of IQ Levels

The positive relationship between a child's IQ and the academic achievement of which he is capable has long been recognized by educators. Thus, the IQ level of the children in a community will have a strong relationship with the mean scholastic achievement their school system obtains and must be considered when evaluating school system achievement scores.

The Lorge-Thorndike Intelligence Test was used in this study as the basis of the normative data on intelligence. It is composed of a verbal test and a nonverbal test. A score may be obtained for each of these tests. A total IQ score which is a composite of the two measures may be derived. Since the content and the range of scores for each test varies somewhat from the others, norms for each are presented.

Once again, a system may not feel it necessary to utilize all three of the columns provided. But, as it is not difficult to obtain all three figures (nonverbal verbal and total IQ) from a single testing, use of all three columns is suggested.

After the test battery has been administered and IQ scores have been obtained for each child, school system means are obtained for each of the test areas. The average IQ's are then to be compared with table 6 for the assignment of a group code number. For example, a mean nonverbal IQ score of 104.3 would fall in Group Number 2 as would a verbal score of 103.5 and a total score of 103.9.

Table 6

Average IQ Groups for School Systems

Group	IQ Test Area		
	Nonverbal	Verbal	Total
1	110.0 and above	112.0 and above	110.0 and above
2	103.0-109.9	102.0-111.9	102.0-109.9
3	70.0-102.9	70.0-101.9	70.0-101.9

Figure 5 shows the correct placement of checkmarks for group ratings at the head of the columns labeled "2" under each of the three IQ sections. The horizontal line once again represents the hypothetical school's mean vocabulary score. In this case it crosses almost on the average of the second nonverbal IQ column, but crosses the third quarter of the appropriate verbal and total IQ columns. Thus, this school is achieving at the average of other schools having students of the same nonverbal IQ level, but is achieving above the average of schools with the same verbal and total IQ level.

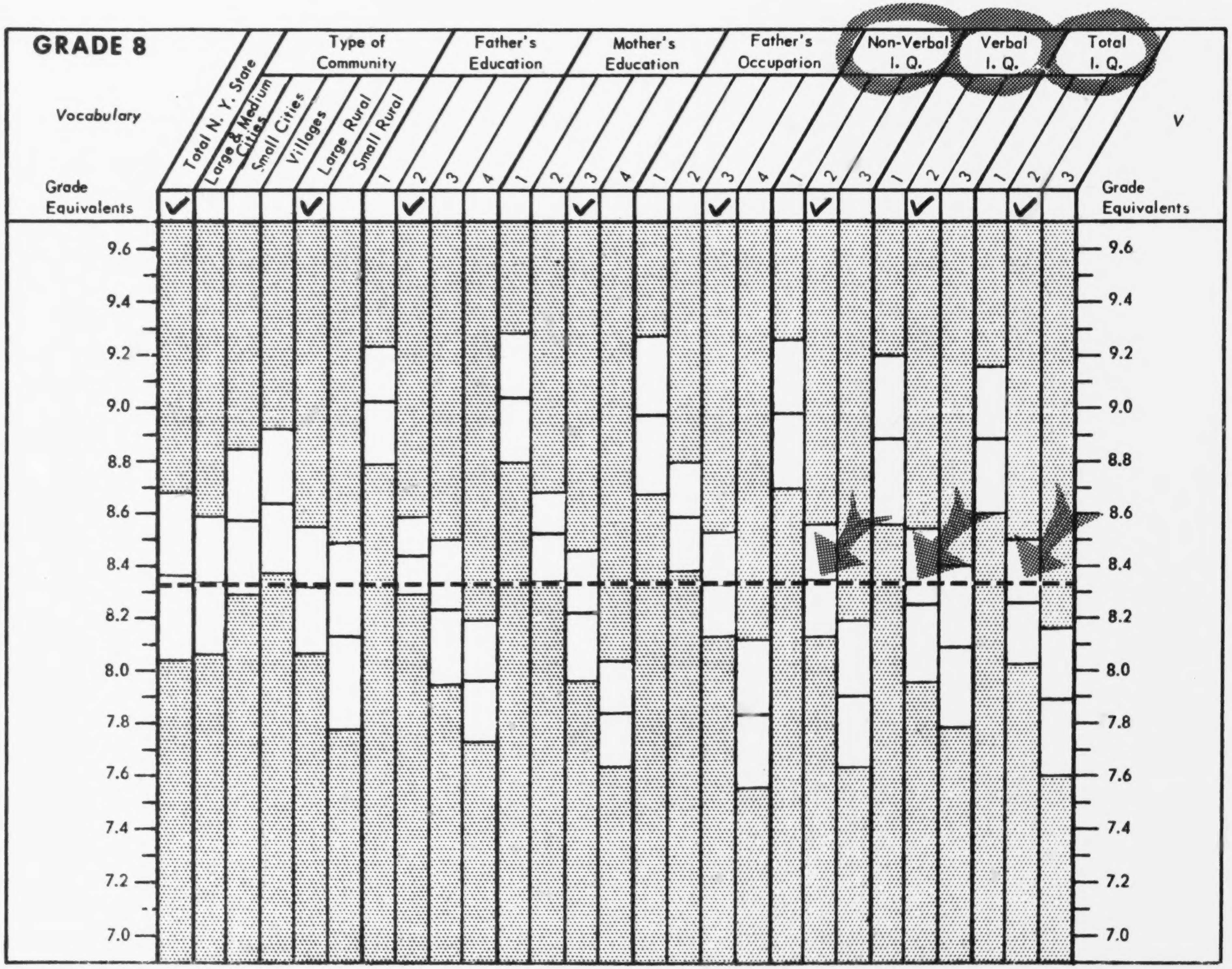


Figure 5. Illustration of Use of IQ Columns

Summary of Norm Figure Comparisons

There are many normative figures in Appendices A and C which, when completed, illustrate a system's achievement relative to that of other systems of similar background. The comparative information contained in these figures can be consolidated into one table, thereby providing a quick and concise overview.

Table 7 has been filled in for the grade 8 vocabulary quartiles which have been revealed in the preceding portions in this section. Under each of the classification headings on the line provided have been entered the category ratings. The letters "L.R." have been placed below the community type classification to designate that the category distributions to which the average scores were compared were found in the Large Rural column. The numbers entered into table 7 represent the quartiles through which the average vocabulary score line passed for each of the categories of the classifications. Though the hypothetical school in vocabulary achieved below the State average, in five of the seven other classifications it scored above the averages. The addition of other subject areas would, of course, provide more information. A completed table may reveal not only comparisons between similar classifications, but may also reveal trends in or between grades. It may reveal that one subject area is stronger than another or that students in one grade score relatively higher than students in another grade.

Table 7. Quartile Consolidation Table

Appendices A & C

Grade	Achievement Area	Average Score	Classification							
			State	Commty. Type LR	Father's Educ. 2	Mother's Educ. 3	Father's Educ. 3	N-Verb. I.Q. 2	Verbal I.Q. 2	Total I.Q. 2
5	Vocabulary									
	Reading									
	Language									
	L-1									
	L-2									
	L-3									
	L-4									
	Workskills									
	WS-1									
	WS-2									
	WS-3									
	Arithmetic									
	A-1									
	A-2									
	Composite									
8	Vocabulary	8.32	2	3	2	3	3	3	3	3
	Reading									
	Language									
	L-1									
	L-2									
	L-3									
	L-4									
	Workskills									
	WS-1									
	WS-2									
	WS-3									
	Arithmetic									
	A-1									
	A-2									
	Composite									

Evaluation by Comparison with Community Type and Socioeconomic Factors

The purpose of the following portion of Section I is to further refine the methods by which individual schools may compare their achievement means to those of relatively homogeneously grouped school systems. The norm tables in this part combine the community type with the IQ and socioeconomic variables previously used. Thus a school system may compare itself to school systems with an even more similar composition of children within a given community.type.

The tables in Appendices B and D present the normative data for each IQ and socioeconomic category within each community type. In those cases where there were not enough school systems in a certain category to establish reliable data, numerical values have been omitted from the tables.

In using the tables, the first step is to enter the school system's mean score on the top of the appropriate table. Thus, table 8 shows the eighth grade mean vocabulary score of 8.32 of the hypothetical school entered at the top of the eighth grade vocabulary table

It will be noted that each of the community type columns is divided once again into three subcolumns headed successively; Q1, Q2, and Q3. The numerals in a single subcolumn represent the top limit of the range of school system mean scores included in that quartile. Thus, Q1 includes all scores which equal, or are below, the numeral shown in that row and column. Q2 contains all scores from, but not including, the Q1

Table 8
Delineation of Community Type Column
SYSTEM MEAN SCORE 8.32

Grade 8

VOCABULARY

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.90	9.08	9.26	----	----	----	----	----	----
	2	8.36	8.58	8.80	8.25	8.35	8.45	8.44	8.51	8.58	8.35	8.46	8.57	----	----	----
	3	7.97	8.07	8.17	----	----	----	8.19	8.29	8.39	7.90	8.14	8.38	7.85	8.23	8.61
	4	----	----	----	----	----	----	----	----	----	7.90	8.11	8.32	7.65	7.85	8.05
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.82	9.06	9.30	----	----	----	----	----	----
	2	----	----	----	8.37	8.40	8.43	8.48	8.63	8.78	8.36	8.47	8.58	8.21	8.43	8.65
	3	8.03	8.17	8.31	----	----	----	8.17	8.28	8.39	8.05	8.22	8.39	7.77	8.13	8.49
	4	----	----	----	----	----	----	----	----	----	----	----		7.59	7.78	7.97
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.80	9.06	9.32	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.60	8.77	8.94	----	----	----	----	----	----
	3	8.06	8.19	8.32	8.27	8.38	8.49	8.22	8.33	8.44	8.18	8.35	8.52	8.05	8.34	8.63
	4	----	----	----	----	----	----	----	----	----	7.69	7.94	8.19	7.50	7.78	8.06
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.24	8.34	8.44	8.24	8.44	8.64	8.02	8.28	8.54	8.01	8.25	8.49
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.50	7.72	7.94
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.24	8.34	8.44	8.30	8.53	8.76	7.89	8.19	8.49	7.71	7.98	8.25
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.70	8.01	8.32
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.86	9.09	8.32	----	----	----	8.52	8.78	9.04
	2	----	----	----	8.24	8.34	8.44	8.24	8.43	8.62	7.96	8.16	8.36	7.81	8.09	8.37
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.55	7.78	8.01
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

numeral up through the numeral shown in Q2 of the same row. The same procedure applies to Q3, as applies to Q2. Q4 average scores are all those above the numeral shown in the Q3 column of the same row. The next step is to select the column of figures for the proper community type, as found previously when following the text relative to figure 2. The column should be outlined in some way in order to make it easily identifiable from the others. Table 8 shows how this was done for the hypothetical school, which has previously been identified as a large rural community.

Using, in turn, the educational, vocational, or IQ grouping as established for the hypothetical school system on preceding pages, circle the numerical code (1-4) for the proper grouping beneath its heading on the left hand column. The hypothetical school system has been described as in the second father's education group, and in the third group of the mother's education and father's occupation categories. It was also located as being in the second group of each of the IQ classifications. The numbers representing each of the above groups have been circled in the left-hand column of table 9 as an illustration of how identification can be made of the groups under each of the classifications.

In order to determine in what quartile a school system mean score for a test area would be included, all that is necessary is to follow the row leading from the circled educational, occupational, or IQ classification on the left column until the outlined community type column is reached. The school system average score as entered at the top of the table is then compared with the quartile limit figures at the junction of the designated row and column.

Within each community type column, under each socioeconomic and IQ category, is a horizontal row containing the numbers one through four. These numbers represent the four quartiles of the distribution. The number in this row, that represents the quartile range, which includes the school system mean score, may be circled as a record of the comparative ranking of the mean score in relation to those of systems of similar background.

Table 9 has been filled in as it would appear for the hypothetical school system whose mean vocabulary score was 8.32. The hypothetical school system fell into the second father's educational category which has been previously determined and circled on this table. The score of 8.32 is less than 8.35 which represents the upper limit of the first quartile, and is therefore in the first quartile of the distribution. Hence, the number "1" has been circled in the narrow horizontal row below the quartile limits for the second father's education group under the large rural community heading.

In the mother's education classification, the hypothetical school system fell in the third grouping for this category and the applicable classification has been circled. A score of 8.32, in this case is below the upper limit of the Q_3 column. Thus, this score falls in the third quartile of the distribution and the number "3" has been circled below.

Similarly one would continue down this table and determine the proper quartile for each category. The score of 8.32 falls in the second quartile of the father's occupation category, and the third quartile of each of the three IQ categories.

Table 9

Notation of Socioeconomic and Intelligence Category

Grade 8

SYSTEM MEAN SCORE 8.32

VOCABULARY

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.90	9.08	9.26	----	----	----	----	----	----
	②	8.36	8.58	8.80	8.25	8.35	8.45	8.44	8.51	8.58	8.35	8.46	8.57	----	----	----
	3	7.97	8.07	8.17	----	----	----	8.19	8.29	8.39	7.90	8.14	8.38	7.85	8.23	8.61
	4	----	----	----	----	----	----	----	----	----	7.90	8.11	8.32	7.65	7.85	8.05
		1	2	3 4	1	2	3 4	1	2	3 4	①	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.82	9.06	9.30	----	----	----	----	----	----
	2	----	----	----	8.37	8.40	8.43	8.48	8.63	8.78	8.36	8.47	8.58	8.21	8.43	8.65
	③	8.03	8.17	8.31	----	----	----	8.17	8.28	8.39	8.05	8.22	8.39	7.77	8.13	8.49
	4	----	----	----	----	----	----	----	----	----	----	----		7.59	7.78	7.97
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	③ 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.80	9.06	9.32	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.60	8.77	8.94	----	----	----	----	----	----
	③	8.06	8.19	8.32	8.27	8.38	8.49	8.22	8.33	8.44	8.18	8.35	8.52	8.05	8.34	8.63
	4	----	----	----	----	----	----	----	----	----	7.69	7.94	8.19	7.50	7.78	8.06
		1	2	3 4	1	2	3 4	1	2	3 4	1	②	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	②	----	----	----	8.24	8.34	8.44	8.24	8.44	8.64	8.02	8.28	8.54	8.01	8.25	8.49
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.50	7.72	7.94
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	③ 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	②	----	----	----	8.24	8.34	8.44	8,30	8.53	8.76	7.89	8.19	8.49	7.71	7.98	8.25
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.70	8.01	8.32
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	③ 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.86	9.09	8.32	----	----	----	8.52	8.78	9.04
	②	----	----	----	8.24	8.34	8.44	8.24	8.43	8.62	7.96	8.16	8.36	7.81	8.09	8.37
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.55	7.78	8.01
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	③ 4	1	2	3 4

Summary of Norm Table Comparisons

Tables for each test area within grade 5 (Appendix B) and grade 8 (Appendix D) should be completed. It is difficult, however, to establish the relation of a school system's performance to that of other systems by scanning each test area table. To draw the data together into a concise form a consolidation sheet for the tables of Appendices B and D has been included in this workbook.

To utilize the consolidation table (provided in Appendix Q) circled quartile ratings from the individual subject area sheets are merely transferred to their corresponding classification column and row of the consolidation table. This has been done on table 10 using the data of the hypothetical school system.

The hypothetical school's eighth grade vocabulary score fell in the first quartile of the applicable father's education distribution, in the third quartile of the mother's education distribution, and the second quartile of the father's occupation distribution. Similarly the hypothetical school scored in the third quartile of each of the three IQ categories.

The compilation sheet (table 10) for this last part of Section I has been constructed in the same manner as table 7. Should it be felt desirable, the left hand headings and scores of table 10 may be cut off and the remaining quartile enumeration portion joined to the last column of table 7. By doing this all the quartile ratings of Section I will be readily observable as one extended table.

Table 10. Quartile Consolidation Table by Community Type

Appendices B & D

Grade	Achievement Area	Average Score	Classification						
			Father's Educ. 2	Mother's Educ. 3	Father's Occp. 3	N-Verb. I.Q. 2	Verbal I.Q. 2	Total I.Q. 2	Remarks
5	Vocabulary								
	Reading								
	Language								
	L-1								
	L-2								
	L-3								
	L-4								
	Workskills								
	WS-1								
	WS-2								
	WS-3								
	Arithmetic								
	A-1								
	A-2								
	Composite								
8	Vocabulary	8.32	1	3	2	3	3	3	
	Reading								
	Language								
	L-1								
	L-2								
	L-3								
	L-4								
	Workskills								
	WS-1								
	WS-2								
	WS-3								
	Arithmetic								
	A-1								
	A-2								
	Composite								

Completion of tables 7 and 10 allows comparison of school system average (mean) achievement scores to those of systems of similar background characteristics. Several classifications and subclassifications are provided. The comparison, thus provided is, therefore, more equitable than that available through comparison to commercially produced normative data.

Even though Section I of this Workbook provides more precise comparisons that have been previously possible, care should be used in the interpretation of these ratings. The achievement data upon which the tables herein are based were secured through administration of the *Iowa Tests of Basic Skills*, *Form 4*, to a select sample of New York State school systems. Certainly those systems located outside New York State must be doubly cautious in their interpretations. That the sample employed for this Workbook may not be entirely representative of New York State is certainly possible. For example, recent research has disclosed that exclusion of New York City with its large mass of underpriviledged youth may have resulted in an upward scaling of some portions of the normative figures and tables included in the Workbook. Too, curriculum content covered by the commercial test may not coincide with that offered the student body of a particular system. Though academic achievement is certainly an important sector of school endeavor, it is not the only focus. Other objectives have not been measured nor was an attempt made to measure them. Thus, the comparisons provided in this section of the Workbook should only be used as one of many evaluative tools employed in the search for an objective evaluation of school quality.

SECTION II

EVALUATION BY COMPARISON OF GROUPINGS OF STUDENT SCORES

Overview of Section II

The previous section makes possible the comparison of school system averages with norms based on homogeneously grouped school systems and provides the school system with many useful insights into school system quality.. However, school system averages tend to hide the achievement of individual children. Though longitudinal analysis of the progress of each child is the ultimate in school quality evaluation, due to staff limitations in terms of time, training, and perspective, evaluation on an individual longitudinal pupil basis is generally considered to be prohibitive. Yet, it is important in the compilation of school system comparisons that more attention be given to the school's effect on the child. The Quality Measurement Project in the past has shown that groupings of children often have their own individual scholastic patterns. Moreover, it has been shown that a school system is often more effective with one group of children than with another. For example, a school system may be able to inspire the children in a low IQ grouping to achieve above the level that would be normally expected of them. This same system may at the same time fail to inspire the higher IQ students to achieve to their full potential.

Hence, whereas the emphasis in the previous section is upon the type of school system, this section emphasizes the type of student. While the basis of comparison of the first section is the quartile into which the school system average falls, the comparative measures of Section II are the percentage of pupils whose achievement scores exceed or fall below certain defined grade equivalent scores. The grade equivalent cutting points which have been established for use in the second section are equivalent to the 75th and 25th percentile points of each distribution of scores.

Normative tables for Section II are found in Appendices E-P. Grade 5 tables are to be found in Appendices E-J followed by grade 8 tables in Appendices K-P. For each grade level appendices are ordered so that the total sample normative tables are first, followed by each of the community type classifications from largest to smallest type communities.

Collecting and Processing Data

The tests from which student achievement scores are to be derived are once again the Iowa Tests of Basic Skills, Form IV. Decimal places of the student grade equivalent scores should be moved one place to the left. Correction for date of testing should also be done as directed in Section I.

The various socioeconomic and IQ data for each child will have already been secured for Section I. Mother's and father's education for each child should have been coded according to table 2, page 15. Likewise, father's occupation should have been coded in reference to table 4 on page 20. Finally, using table 6, page 24, the IQ of each child should have been coded.

For use in the norm tables in this section, these codes have been grouped into three meaningful categories for each of the classifications; i.e., each classification has a high, mid, and low category within it. By means of table 11 below, the codes previously derived for each child can be placed into one of the groups for each of the socioeconomic classifications.

Table 11

Student Parental Classification

Group	Mother's Education Code	Father's Education Code	Father's Occupation Code
High (1)	0 1	0 1	1 2 3
Mid (2)	2 3	2 3	4 5
Low (3)	4 5 6	4 5 6	6 7

School systems,having data processing equipment available,will probably wish to have all the information pertaining to each individual student entered on computer cards or tapes so that sorting and other manipulation of the data may be expedited. A punched card for each student containing name and achieved scores may be obtained from the scoring service as an additional service. Additional information may be entered onto the Hollerith cards at the time of testing or key punched later.

Two methods are available to those systems without electronic data processing equipment as aids in the manipulation of the student data. One such method is to obtain McBee Key Sort Cards. These cards are approximately the size of Hollerith cards. Around the periphery of the cards are numbered holes. Data are entered onto the cards by extending the holes to the edge with a special notching punch. Sorting is accomplished by inserting a selector (a long needle) through one of the numbered holes. Those cards which have been notched will drop off the horizontally held needle. Those not notched remain on the needle. For example, sorting for sex is accomplished by first notching for a boy in a designated space. Insertion of the selector in the proper space of the completed deck allows the notched boy cards to drop and the girls cards to remain on the needle.

Another method for recording pupil data on index cards is available which may be quite satisfactory for smaller school systems. A suggested format(for the individual format)for the individual student index card is illustrated in forms 1 and 2 below. The front of the card is used to record student personal and family background data. It provides space for name, birth date, sex, educational level attained by student's father and mother, occupation of the father or head of the family, and student IQ scores. A place is provided for entry of the code number for each of the educational occupational and IQ categories. Also provided is a column in which the group, number, as discussed on page 39, may be entered.

The back of the card is primarily contrived for the recording of achievement test data. Thus, the grade and test administration date can be recorded here as can the achievement scores attained. Also provided, is a column for entry of achievement scores as corrected to beginning of the year values, if such correction is necessary (see pages 4 & 5). Care should be taken that correction for date of testing be accomplished by use of the percentile norm tables for conversion of student scores, as found at the rear of the "Teachers Manual." These must not be confused with the norms for school averages which are found in the "Manual for Administrators, Supervisors, and Counselors," and which were used in the first section.

Sorting of Pupil Data

Sorting of student information must be done in order to utilize the normative tables of Section II. All normative tables of this section are similar in construction. Each school district can use every table included in Appendices E and K unless only one grade was tested, or unless the complete battery of tests was not administered. Appendices F through J (Grade 5) and L through P (Grade 8) deal with specific community types. Thus, a district will refer to only one appendix for each grade; that is, to the community type tables which the system was found to most resemble as directed on pages 10 and 11.

Last First Middle

Name

Birth Date / /
Yr. Mo. Day

Sex M F

Code	Group

Father's Ed.

Mother's Ed.

Father's Occp.

Non Verbal IQ

Verbal IQ

Total IQ

Form 1. Front of Student Data Card

Grade 5 8

Test Date / /
Yr. Mo. Day

Subject	Score	Corr.S.
Vocabulary		
Reading		
Language		
L-1		
L-2		
L-3		
L-4		
Workskills		
WS-1		
WS-2		
WS-3		
Arithmetic		
A-1		
A-2		
Composite		

Form 2. Back of Student Data Card

For each grade there are six primary sorts. These are the student background classifications of Father's Educational Level, Mother's Educational Level, Father's Occupational Level, Nonverbal IQ, Verbal IQ and Total IQ. Though normative tables are provided for each of the above classifications, data collected and processed for use in Section I will suggest the actual tables to be used in this section. Thus, the primary sortings may, if desired, be reduced to two; one for the socioeconomic and/or educational levels and one for the IQ levels.

As sorting procedures are basically the same for each of the electronic, card or hand entry methods of recording basic data, the illustrations of data compilation which follow are those of hand manipulation of file cards. To further simplify the procedural illustrations, only one classification of students will be used--that of father's education. Once again grade eight vocabulary will be the academic area used.

First, each student card must be placed into one of three piles, designated as high, mid, or low, according to the occupational level of his father (see table 11). Those student cards without a notation for father's educational level will be set aside. The number of students or cards in each pile is then ascertained. In the case of the hypothetical school system, of the 141 pupils having supplied both achievement and father's education information in grade eight, 28 came from families where the father's education was more than high school graduation , 82 of the father's educational levels were from 10th grade through high school graduation, and 31 fathers attained no more than a ninth grade education.

Table 12. Illustration of Use of Total Number Column

LARGE RURALS

GRADE 8

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High	28	8.35				10.41			
Mid	82	7.40				9.52			
Low	31	6.65				8.72			
Mother's Ed.									
High		8.31				10.23			
Mid		7.32				9.48			
Low		6.24				8.49			
Father's Occp.									
High		8.35				10.19			
Mid		7.20				9.39			
Low		6.89				9.01			
Nonverbal IQ									
High		8.94				10.63			
Mid		7.67				9.48			
Low		6.00				8.23			
Verbal IQ									
High		9.33				10.82			
Mid		7.63				9.32			
Low		5.56				7.92			
Total IQ									
High		9.34				10.91			
Mid		7.78				9.36			
Low		5.67				7.90			

The hypothetical system would enter its totals in all tables of Appendix K, the total sample tables for grade eight. As the hypothetical system has previously been determined to be a large rural community type, the sorting totals will also be entered into the tables of Appendix O. Table 12 above is a replica of the grade 8 vocabulary table found in Appendix O. It illustrates how the hypothetical system would enter the totals of each group after sorting. As will be noted, the totals have been entered into the "Total Number" column opposite the "Father's Education" classification.

Columns to the right headed "P_{25}" and "P_{75}," contain respectively, the 25th and 75th percentile scores of each distribution of pupil scores for the classifications, subclassifications, and categories included on the table. The number 8.35 at the head of the P_{25} column of table 12 is the 25th percentile score of a distribution composed of the 8th grade vocabulary scores of all the pupils in the sample who attended large rural school systems, and whose father's educational level placed them in the "High" group. The number 10.41 at the head of the P_{75} column represents the 75th percentile of the same distribution. Each of the three groups of the father's education classification has a 25th and 75th percentile score for its distribution shown in the table.

The groups (containing 28, 82, and 31 cards) are once again sorted into three subgroups. Sorting is this time accomplished according to the relationship of the students achievement score to the P_{25} and P_{75} scores. Student cards with achievement scores below the P_{25} number are to be placed into one pile, and those above the P_{75} number into another. Those remaining will be cards with scores between the 25th and 75th percentile scores of that distribution of that category.

In the case of the hypothetical school system, the 28 student cards which were designated as in the high father's education category, when sorted according to the level of the vocabulary achievement, may be found to contain seven students below the 25th percentile (P_{25}) score, five students above the 75th percentile (P_{75}) score, and 16 students scoring between the P_{25} and P_{75} scores.

Further sorting of the remaining two father's education groups (mid and low), according to the P_{25} and P_{75} scores for each as found in table 12, could result in breakdowns of the distributions as entered in table 13.

Table 13

Sorting of Student Cards by Achievement Level

Father's Education Group	Total	Achievement Level-Large Rurals		
		Below P_{25}	Between P_{25} and P_{75}	About P_{75}
High	28	7	14	7
Mid	82	12	53	17
Low	31	7	17	7

Since this Workbook deals only with the upper and lower tails of the distribution, these students whose scores fall between the P_{25} and P_{75} score will be disregarded from now on. They are included in table 13 only as clarification of the sorting process. However, the number of students that scored below the 25th percentile point should be entered into the "Number Under" column opposite its proper group heading. Similarly, the number of students that scored above the 75th percentile score should be entered into the "Number Over" column. Table 14 illustrates the entry of the 8th grade vocabulary sorting totals for each of the father's education groups into the "Number Under" and "Number Over" columns.

The procedures illustrated above should be carried out for each of the socioeconomic, educational, and IQ categories for which data are available to the school system.

Table 14. Illustration of Use of Number Under and Number Over Columns

LARGE RURALS

GRADE 8

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High	28	8.35	7			10.41	7		
Mid	82	7.40	12			9.52	17		
Low	31	6.65	7			8.72	7		
Mother's Ed.									
High		8.31				10.23			
Mid		7.32				9.48			
Low		6.24				8.49			
Father's Occp.									
High		8.35				10.19			
Mid		7.20				9.39			
Low		6.89				9.01			
Nonverbal IQ									
High		8.94				10.63			
Mid		7.67				9.48			
Low		6.00				8.23			
Verbal IQ									
High		9.33				10.82			
Mid		7.63				9.32			
Low		5.56				7.92			
Total IQ									
High		9.34				10.91			
Mid		7.78				9.36			
Low		5.67				7.90			

Determination of Percentages and Scale Values

Conversion of numbers of students in the "Number Under" and "Number Over" columns into percents is accomplished by dividing each by the number in the "Total Number" column of the same row. The percentages thus derived are placed in the proper "Percent Under" and "Percent Over" column.

For example, dividing the number of students scoring below the 25th percentile score for the "High Father's Education" group (7) by the "Total Number" (28) yields a percentage of 25. Following the same process with the "Number Above" number, again 7 is divided by 28 to result in 25 percent. Similarly, the "Mid Father's Education" group yields 14.63 and 20.73 percent respectively for the "Percent Under" and "Percent Over" entries. Table 15 illustrates the completion of the "Percent" columns of the father's education category. The same procedure should be followed to fill in all the "Percent" columns on rows where the "Number" columns have entries.

Table 15. Illustration of Use of Percent Under and Percent Above Columns

LARGE RURALS

GRADE 8 **VOCABULARY**

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High	28	**8.35**	7	25.00		**10.41**	7	25.00	
Mid	82	**7.40**	12	14.63		**9.52**	17	20.73	
Low	31	**6.65**	7	22.58		**8.72**	7	22.58	
Mother's Ed.									
High		**8.31**				**10.23**			
Mid		**7.32**				**9.48**			
Low		**6.24**				**8.49**			
Father's Occp.									
High		**8.35**				**10.19**			
Mid		**7.20**				**9.39**			
Low		**6.89**				**9.01**			
Nonverbal IQ									
High		**8.94**				**10.63**			
Mid		**7.67**				**9.48**			
Low		**6.00**				**8.23**			
Verbal IQ									
High		**9.33**				**10.82**			
Mid		**7.63**				**9.32**			
Low		**5.56**				**7.92**			
Total IQ									
High		**9.34**				**10.91**			
Mid		**7.78**				**9.36**			
Low		**5.67**				**7.90**			

Percentages should then be referred to table 16 in order to convert them into a smaller common scale. Scale values are assigned according to the magnitude of the derived percentages. Assigned scale values allow comparison of the achievement of a particular group of students with the achievement of other groups of students.

A zero scale value represents the State average. Values within the range +2 and -2 may be considered within average limits. Any scale values above +2 or below -2, however, are significantly better or poorer than the average. No scale value should be recognized as being truly descriptive if the figure in the "Total Number" column for the socioeconomic or IQ group under consideration is smaller than 25 students. This will tend to reject many scale values for the smaller school systems.

Using the hypothetical school system (see table 15), the percent of students in the "High Father's Education" group which fall below the 25th percentile point of the statewide distribution of vocabulary scores achieved by 8th grade students is 25.00. Referring to table 16 we find that this percentage falls between 22.83 through 27.17. This space has a scale value of 0. Therefore, a zero has been placed in the appropriate column in table 17. This procedure should be followed for each of the percentages previously derived and the scale values should be entered into the "Scale Value" columns. Table 17 is an example of how this would have been done for our hypothetical school. Tables of Appendices E-P are to be completed in a similar fashion for each of the subject areas tested. No school district will complete more than four appendices, however, as only one community type applies to a system.

Table 16

Percent to Scale Value Conversion

Scale Value	Percent of Students	
	25*	75+
10	0	70.47 and above
9	0	66.14
8	0	61.81
7	0	57.48
6	0	53.15
5	1.18	48.82
4	5.51	44.49
3	9.84	40.16
2	14.17	35.83
1	18.50	31.50
0	22.83	27.17
-1	27.18	22.82
-2	31.51	18.49
-3	35.84	14.16
-4	40.17	9.83
-5	44.50	5.50
-6	48.83	1.17
-7	53.16	0
-8	57.49	0
-9	61.82	0
-10	66.15 and above	0

*Each 25 percent scale value includes all percentages implied, i.e., the range is from and including the percentage figure to but not including the next higher percentage.

+Each 75 percent scale value includes all percentages implied, i.e., the range is from and including the percentage figure to but not including the next lower percentage.

Table 17. Illustration of Use of Scale Value Columns

LARGE RURALS

GRADE 8

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High	28	8.35	7	25.00	0	10.41	7	25.00	0
Mid	82	7.40	12	14.63	2	9.52	17	20.73	-1
Low	31	6.65	7	22.58	1	8.72	7	22.58	-1
Mother's Ed.									
High		8.31				10.23			
Mid		7.32				9.48			
Low		6.24				8.49			
Father's Occp.									
High		8.35				10.19			
Mid		7.20				9.39			
Low		6.89				9.01			
Nonverbal IQ									
High		8.94				10.63			
Mid		7.67				9.48			
Low		6.00				8.23			
Verbal IQ									
High		9.33				10.82			
Mid		7.63				9.32			
Low		5.56				7.92			
Total IQ									
High		9.34				10.91			
Mid		7.78				9.36			
Low		5.67				7.90			

Table 18 is an illustration of a fully completed table of 8th grade vocabulary for the hypothetical school system. Because the relationships among the various socioeconomic, education, and IQ categories is not perfect, the scale values of each category and group are not always the same. Similarities among the groups give the hints to the effectiveness of the educational programs. For example, the "High IQ " groups of this illustrative school system are not achieving at the level of other children in the State. This is especially true of the lower end or lower tail of the distribution where minus fours are registered. The "Low IQ " groups, however, register positive scale values when compared with the P_{25} or lower tails of the distributions, while falling within the average range of values at the P_{75} or top sections of the State distributions.

Scale values for the educational and socioeconomic categories are scattered with slightly higher positive values shown in the lower (P_{25}) sections of the distributions. This would indicate that the number of children in this system achieving in the lower areas of the statewide distributions is less in proportion to those of all children in the State.

Table 18. Completed Community Type Distribution Table.

LARGE RURALS

GRADE 8

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High	28	8.35	7	25.00	0	10.41	7	25.00	0
Mid	82	7.40	12	14.63	2	9.52	17	20.73	-1
Low	31	6.65	7	22.58	1	8.72	7	22.58	-1
Mother's Ed.									
High	26	8.31	7	26.92	0	10.23	6	23.08	0
Mid	96	7.32	13	13.54	3	9.48	22	22.92	0
Low	17	6.24	2	11.76	3	8.49	5	29.41	1
Father's Occp.									
High	35	8.35	11	31.43	-1	10.19	5	14.29	-2
Mid	63	7.20	7	11.11	3	9.39	14	22.22	-1
Low	45	6.89	12	26.67	0	9.01	9	20.00	-1
Nonverbal IQ									
High	27	8.94	11	40.74	-4	10.63	4	14.81	-2
Mid	66	7.67	13	19.70	1	9.48	14	21.21	-1
Low	32	6.00	5	15.63	2	8.23	9	28.13	1
Verbal IQ									
High	37	9.33	15	40.54	-4	10.82	5	13.51	-3
Mid	63	7.63	13	20.63	1	9.32	10	15.87	-2
Low	29	5.56	3	10.34	3	7.92	5	17.24	-2
Total IQ									
High	29	9.34	12	41.38	-4	10.91	5	17.24	-2
Mid	70	7.78	16	22.86	0	9.36	9	12.86	-3
Low	26	5.67	5	19.23	1	7.90	7	26.92	0

Construction of Scale Value Consolidation Charts

Conversion of the numbers of student scores into percentages and then to scale values places all measures on a common scale, thereby allowing comparison between and among any or all scale values. Further analysis of the data compiled in Section II can be enhanced by combining the scale values on consolidation charts. The procedure is the same in every case, being merely a tallying of the number of times a scale value appears on each of the appendices. There are many possible ways in which the scale values can be combined. A few of the more worthwhile are presented here. Blank scale value consolidation charts, upon which tallies may be entered by users of this Workbook, may be found in Appendix Q.

Table 19 is presented as a representation of the scale values for grade 8 of the hypothetical school system should all of the values have been filled in for Appendix O (Large Rural systems). Scale values for the fifth grade of the hypothetical school system have not been devised, and thus are not included in the following consolidation charts.

Comparison of the table 19 vocabulary columns with the scale values of table 18 will illustrate the derivation of the scale values on table 19. It is not necessary to construct a table such as table 19, as values may be secured directly from Appendices E-J for the fifth grade, and K-P for the eighth grade, and entered upon the consolidation charts.

Table 19. Scale Values of Hypothetical Eighth Grade

Category		TEST AREA											
		Vocabulary		Reading		Language		Work Skills		Arithmetic		Composite	
		25	75	25	75	25	75	25	75	25	75	25	75
Father's Educ.	High	0	0	1	0	0	-1	1	0	3	2	1	0
	Mid	2	-1	1	1	0	0	1	0	3	1	1	-1
	Low	1	-1	2	1	0	0	1	0	3	1	0	-1
Mother's Educ.	High	0	0	2	1	0	1	1	0	2	1	0	0
	Mid	3	0	3	1	1	0	2	2	3	2	2	1
	Low	3	1	2	2	2	1	2	1	3	1	1	1
Father's Occu.	High	-1	-2	0	0	0	-1	-1	-1	2	0	0	-1
	Mid	3	-1	3	0	2	0	1	0	3	0	3	0
	Low	0	-1	0	-1	0	0	0	-1	2	0	0	-1
Non-verbal IQ	High	-4	-2	-2	0	-3	-2	1	0	2	1	-2	-1
	Mid	1	-1	1	1	1	0	1	-1	1	0	1	0
	Low	2	1	1	2	1	1	2	0	4	2	2	1
Verbal IQ	High	-4	-3	-3	-1	-4	-3	-1	-1	2	2	-3	-1
	Mid	1	-2	1	0	0	-1	0	-1	0	0	0	-1
	Low	3	-2	2	0	2	0	2	-1	2	1	2	0
Total I Q	High	-4	-2	-2	-1	-3	-2	0	-1	3	2	-3	-1
	Mid	0	-3	1	1	0	-1	0	-1	1	0	0	-1
	Low	1	0	2	1	1	0	2	0	3	2	2	1

Table 20 illustrates the consolidation of scale values for grade 8. A search through table 19 will reveal only one positive four, 15 plus threes, 34 positive twos, 40 positive ones and so on. Tallies have been entered on table 20 for each of the scale values.

A total column has been provided on the various consolidation charts for entry of the total count of tallies for each row. Totaling downward yields a grand total. The grand total can be used as a check, as can the side totals, on the accuracy of accumulated tallies. The totals and grand totals should be the same on all charts unless only a portion of the tallies are used, as for example, tables 22 and 23. It will be notices that there are 216 scale values if only eighth grade main test areas for the "Large Rural" category are used. Inclusion of the main test areas for the "Total State" category (Appendix K) would add another 252 scale values. Inclusion of subtest areas in both categories could add 702 more scale values. The total possible number of scale values for a single grade could, therefore, be 1,170. Addition of fifth grade scale values would double that number. Obviously, inclusion of all possible categories, classifications, and test areas would be laborious. As the three socioeconomic and occupational classifications yield similar results, only one need be used. The same applies to the three IQ classifications. Using all of the test areas with one representative socioeconomic/educational classification and one IQ

Table 20. Entry of Tallies for Scale Values by Grade

Scale Value Consolidation Chart
By Grade

Scale Value	Grade		Total
	5	8	
10			
9			
8			
7			
6			
5			
4		1	1
3		𝍸 𝍸 𝍸	15
2		𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	34
1		𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	50
0		𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 11	62
-1		𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 11	32
-2		𝍸 𝍸	10
-3		𝍸 111	8
-4		1111	4
-5			
-6			
-7			
-8			
-9			
-10			
			216

classification reduces the number of scale values to 450 per grade. This is an easily handled number of scale values, which, at the same time, yields an adequate analysis of pupil and school system standing. Exclusion of subtest areas would further drastically reduce the number of scale values. It is left to the discretion of the user of the Workbook to decide the minimum number of categories, classifications, and test areas necessary to reach a full understanding of the effectiveness of his school system.

Consolidation of scale values by grade (table 20) allows a quick overview of the school system. In the illustration the distribution of scale values is nearly symmetrical. Sixteen scale values exceed the upper limits of significance while 12 are significantly low. The greater bulk of the tallies are within the plus 2 through minus 2 significant limits.

Fifth-grade scale values may be entered on this and the other consolidation charts in a distinctive color so that each grade may be viewed separately.

Another possible way of consolidating scale values is according to the subject test area. Table 21 is arranged to record the main test areas, and tallies have been entered as found on table 19. Counting the number of zeroes in the two vocabulary columns of table 18 (also table 19) yields a total of eight. Similarly, four positive threes may be found, two positive twos, and so on. Tallies would be similarly recorded for each subject area. Comparison of the various test areas reveals "Arithmetic" to be superior over other areas having nine scale values above significant limits and none below

Table 21. Entry of Tallies for Scale Values by Subject Test Area

Scale Value Consolidation Chart
By Main Test Area

Scale Value	Main Test Area						Total
	Vocabulary	Reading	Language	Work Skills	Arithmetic	Composite	
10							
9							
8							
7							
6							
5							
4					1 1		1
3	1111 4	11 2			~~1111~~ 111 8	1 1	15
2	11 2	~~1111~~ 11 7	111 3	~~1111~~ 1 6	~~1111~~ ~~1111~~ 11 12	1111 4	34
1	~~1111~~ 1 6	~~1111~~ ~~1111~~ 111 13	~~1111~~ 11 7	~~1111~~ 111 8	~~1111~~ 111 8	~~1111~~ 111 8	50
0	~~1111~~ 111 8	~~1111~~ 111 8	~~1111~~ ~~1111~~ ~~1111~~ 1 16	~~1111~~ ~~1111~~ 11 12	~~1111~~ 11 7	~~1111~~ ~~1111~~ 1 11	62
-1	~~1111~~ 1 6	111 3	1111 4	~~1111~~ ~~1111~~ 10		~~1111~~ 1111 9	32
-2	~~1111~~ 5	11 2	11 2			1 1	10
-3	11 2	1 1	111 3			11 2	8
-4	111 3		1 1				4
-5							
-6							
-7							
-8							
-9							
-10							
							216

zero, which is the State average. "Work Skills" has a very narrow distribution, spanning only four scale values. The language arts areas of "Language," "Reading," and "Vocabulary" are quite similar with the broadest ranges. The "Composite" area is seldom an average of scale values of the other test areas, as its scale values are derived separately from the other distributions of pupil scores, and the illustrative system is no exception.

Scale values may also be consolidated by socioeconomic and education levels. The low socioeconomic/education level group on the left of table 22 received tallies for scale values drawn only from those subcategories labeled as "Low" on each of the tables in Appendices. For means of illustration here, however, reference should be made to each row which is designated as belonging to the "Low" group. In a like manner the "Mid" and 'High" columns should receive tallies drawn from those rows headed by their respective titles. It will be noted that IQ scale values are excluded from table 22. Table 22 has been completed to illustrate how the eighth grade scale values for socioeconomic/education classifications would be tallied for the hypothetical school system. There are more significantly positive tallies for the "Mid" group than for the other two, while the "High" group contains the fewest significantly positive values. None of the groups contain negatively significant values. The slight differences among the groups could indicate a tendency to place more effort with the "Low" and "Middle" family background children, with proportionately less effort on the "High" socioeconomic and education background students. The differences shown by the eighth grade scale values would, however, need further support from a showing of a similar patterning of fifth grade scale values.

Table 22. Entry of Tallies for Scale Values by Socioeconomic and Occupational Level

Scale Value Consolidation Chart
by Socioeconomic and Occupational Category

Scale Value	Level						Total
	Low		Mid		High		
10							
9							
8							
7							
6							
5							
4							
3	111	3	~~1111~~ 111	8	1	0 1	12
2	~~1111~~ 1	6	~~1111~~ 1	6	1111	4	16
1	~~1111~~ ~~1111~~	10	~~1111~~ 1111	9	~~1111~~ 11	7	26
0	~~1111~~ ~~1111~~ 1	11	~~1111~~ ~~1111~~	10	~~1111~~ ~~1111~~ ~~1111~~ 11	17	38
-1	~~1111~~ 1	6	111	3	~~1111~~ 1	6	15
-2					1	1	1
-3							
-4							
-5							
-6							
-7							
-8							
-9							
-10							
							108

Parallel to combining scale values by educational level is consolidation by IQ Level. All scale values of the IQ groups may be entered as on table 23 in the same manner as table 22 with the exception that IQ scale values would be used rather than socioeconomic/education values. Low IQ scale values would be located in the Appendices and tallied under the "Low IQ " column. "Mid" and "High" group scale values would also be tallied in their respective columns. Study of the hypothetical system tallies on table 23 reveal once again an emphasis or success with the "Low" group, with less success with the "High IQ" group. Such a finding is similar to that of table 22, but more sharply defined here. It could be hypothesized from ables 22 and 23 that a school system with a comparable patterning would have been emphasizing raising the achievement of the less able student at the expense of the more able children.

Blank consolidation tables, such as those used in the previous illustrative material, may be found in Appendix Q. Also included in Appendix Q are other consolidation tables that may be employed to yield further knowledge about school system effectiveness. They are consolidation by:

Sex--boys and girls

Achievement level--25% group and 75% group

Table 23. Entry of Tallies for Scale Values by Intelligence Level

Scale Value Consolidation Chart
by Intelligence Quotient

Scale Value	Level						Total
	Low		Mid		High		
10							
9							
8							
7							
6							
5							
4	1	1					1
3	11	2			1	1	3
2	~~1111~~ ~~1111~~ 1111	14			1111	4	18
1	~~1111~~ ~~1111~~	10	~~1111~~ ~~1111~~ 11	12	11	2	24
0	~~1111~~ 11	7	~~1111~~ ~~1111~~ 1111	14	111	3	24
-1	1	1	~~1111~~ 111	8	~~1111~~ 111	8	17
-2	1	1	1	1	~~1111~~ 11	7	9
-3			1	1	~~1111~~ 11	7	8
-4					1111	4	4
-5							
-6							
-7							
-8							
-9							
-10							
							108

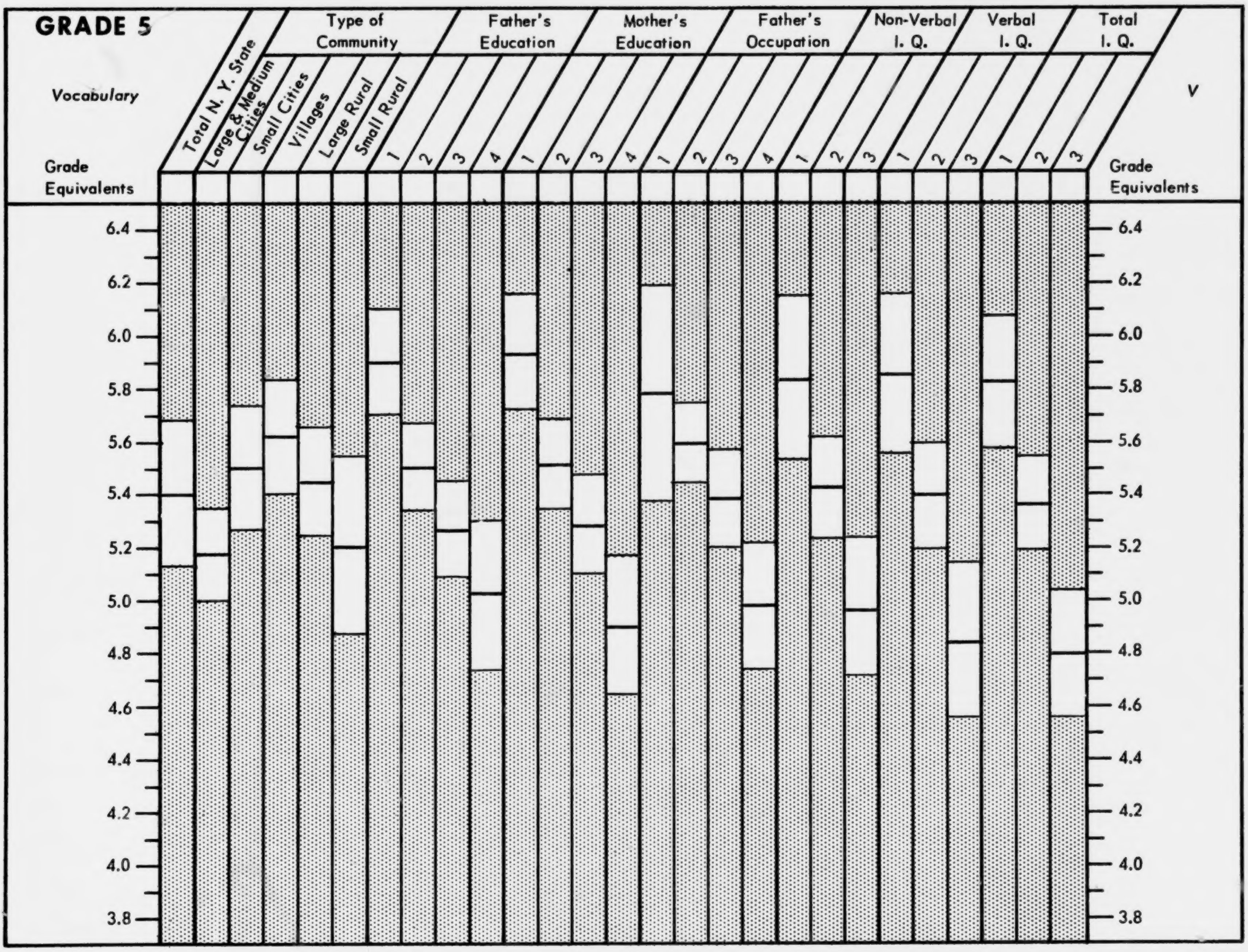
Completion of as many tables as possible of Appendix Q by concerned administrators or researchers will promote the evaluation of their own school system effectiveness. Repeated testings and subsequent utilization of the Workbook normative figures and tables make possible a progressive study of performance. The illumination of strengths and weaknesses, through use of the Workbook, can lead to the discovery of causes, effects, and the development of new foci and programs. Care should be taken that the Workbook be used as a tool to guide future actions, not to judge teachers or administrators.

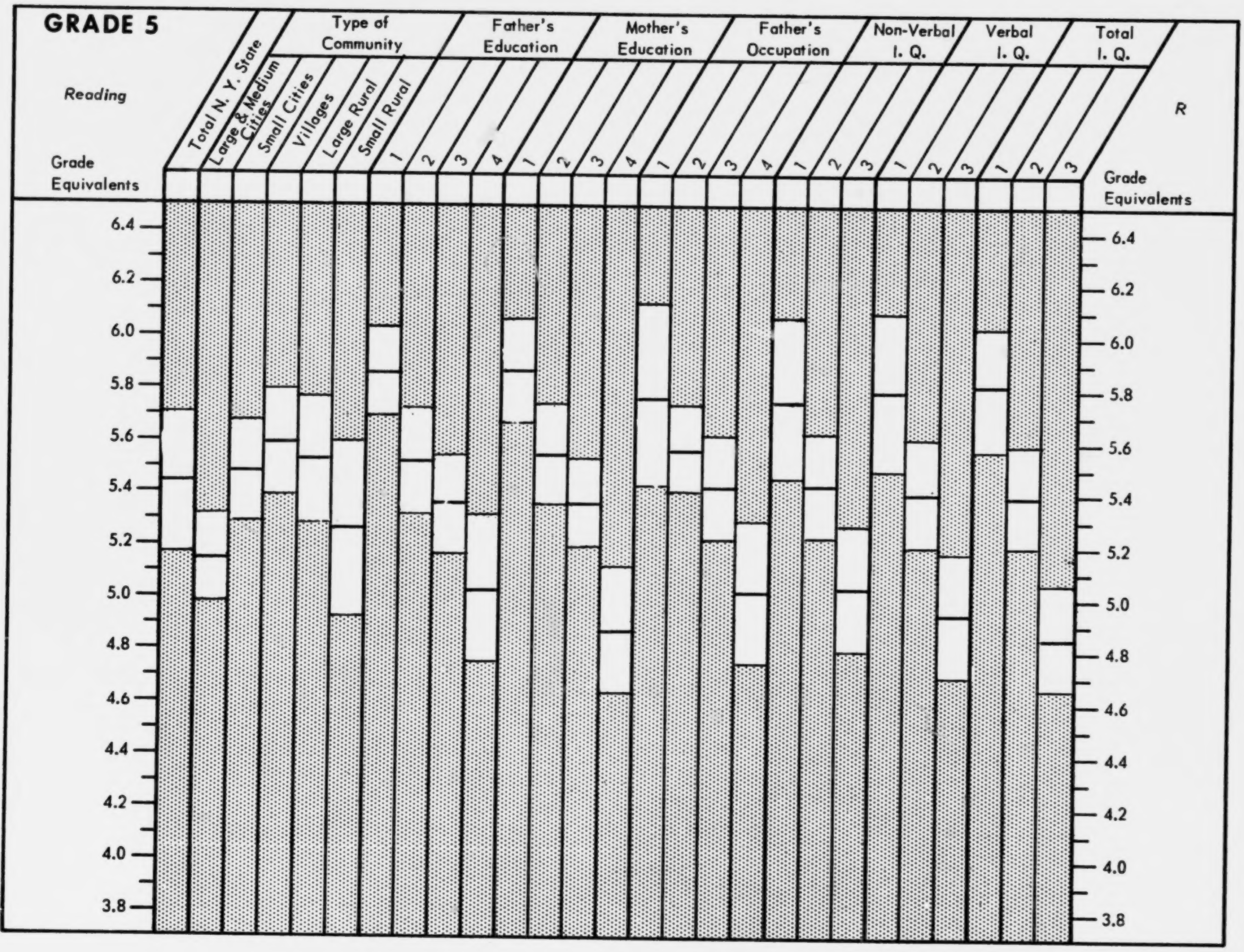
Normative data contained herein are only generally applicable, and there will be situations where extenuating circumstances render the use of the normative data inappropriate. Thus, this Workbook is offered as an auxiliary tool to be used in concert with other information in devising a more effective educational operation and climate.

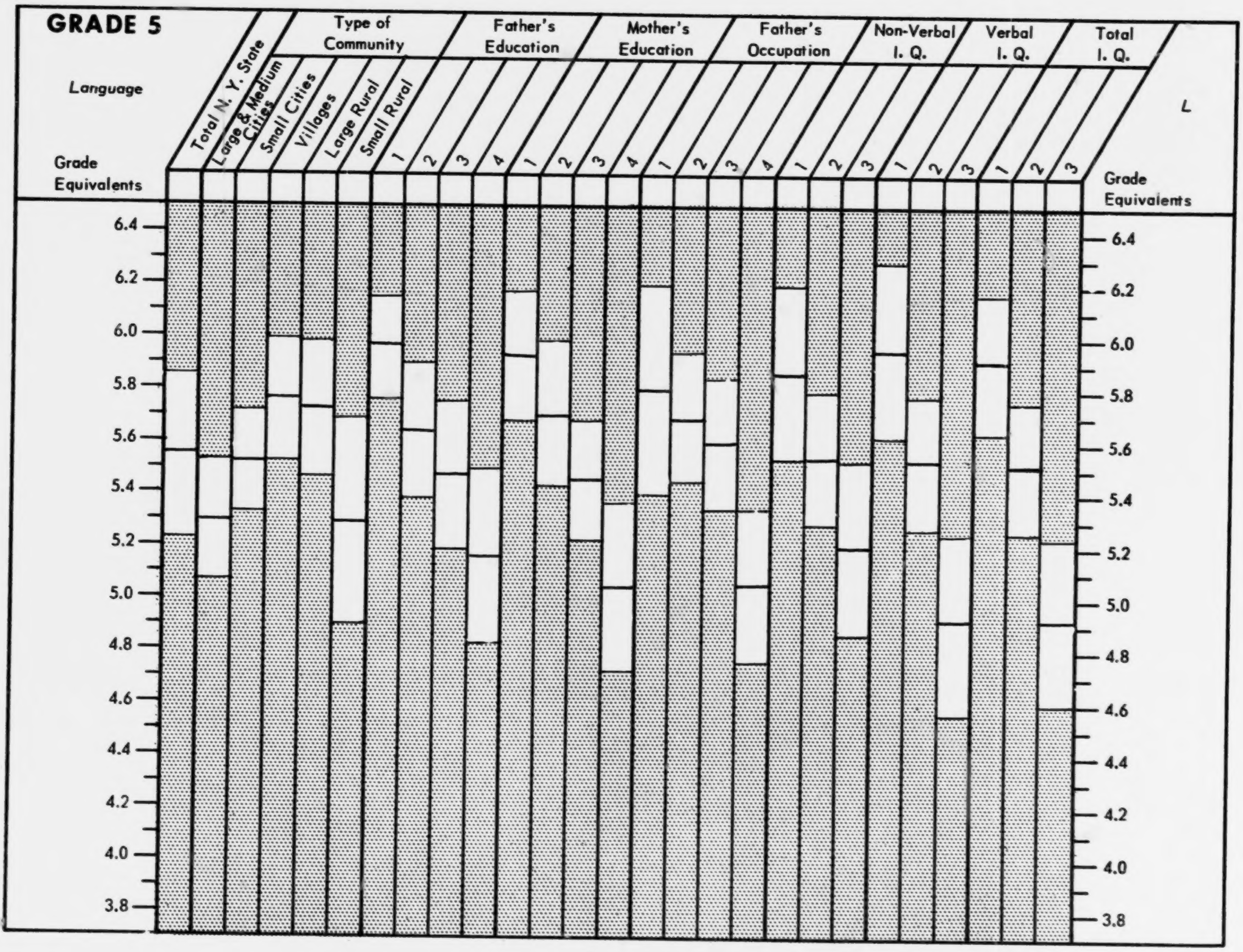
Appendix A

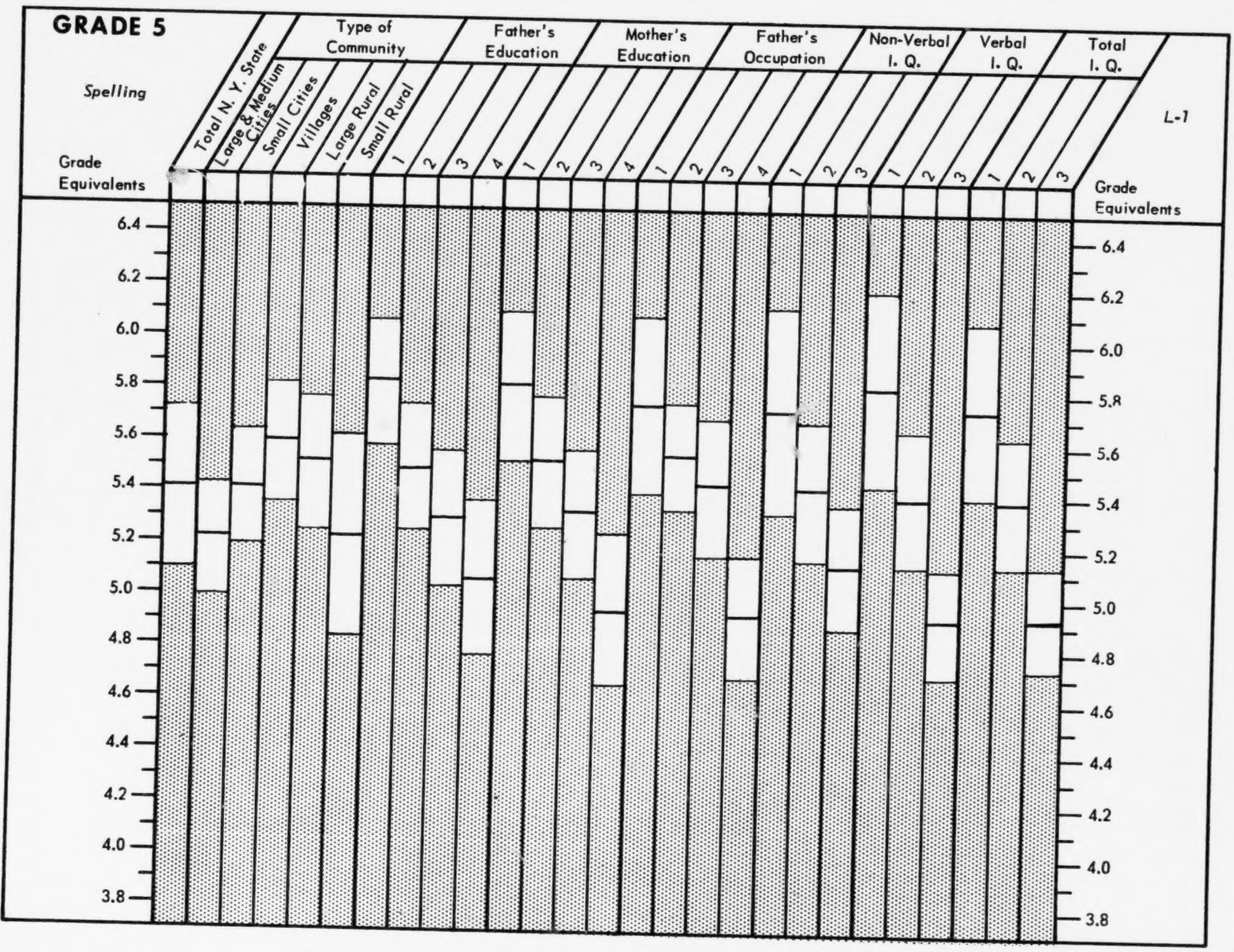
Section I, Grade 5

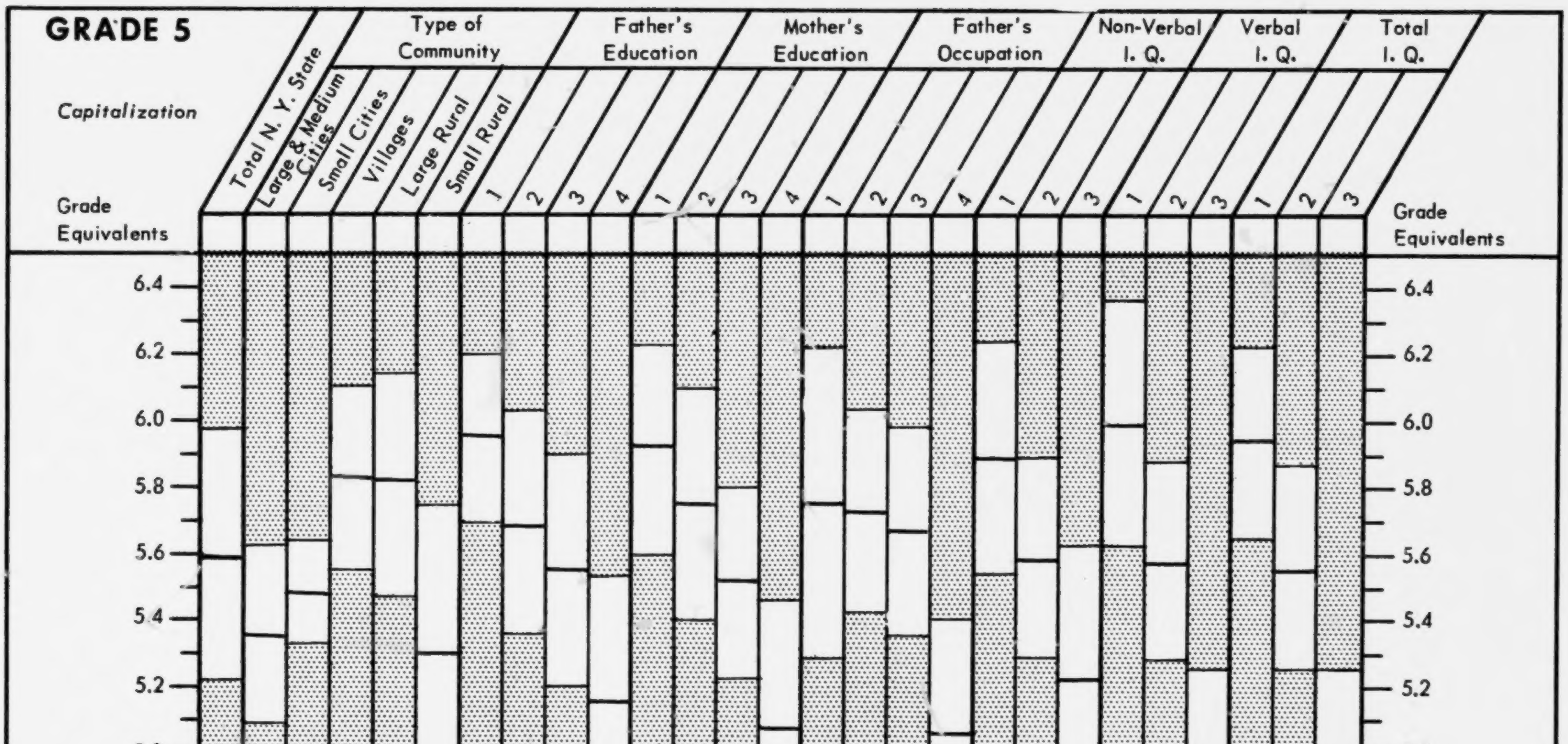
Total Sample Tables

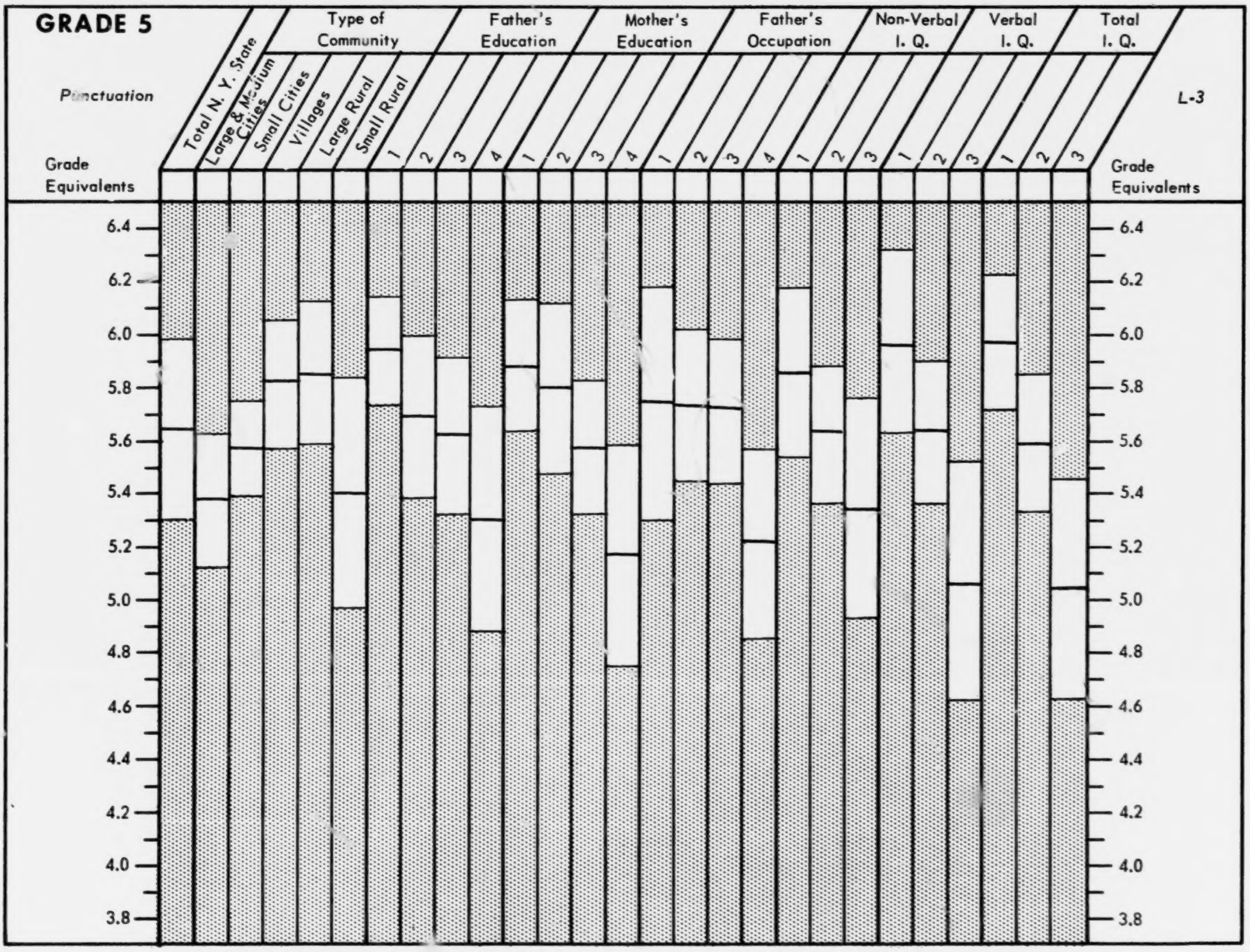

GRADE 5
Vocabulary
V
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
Mother's Education
Father's Occupation
Non-Verbal I. Q.
Verbal I. Q.
Total I. Q.
1
2
3
4
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

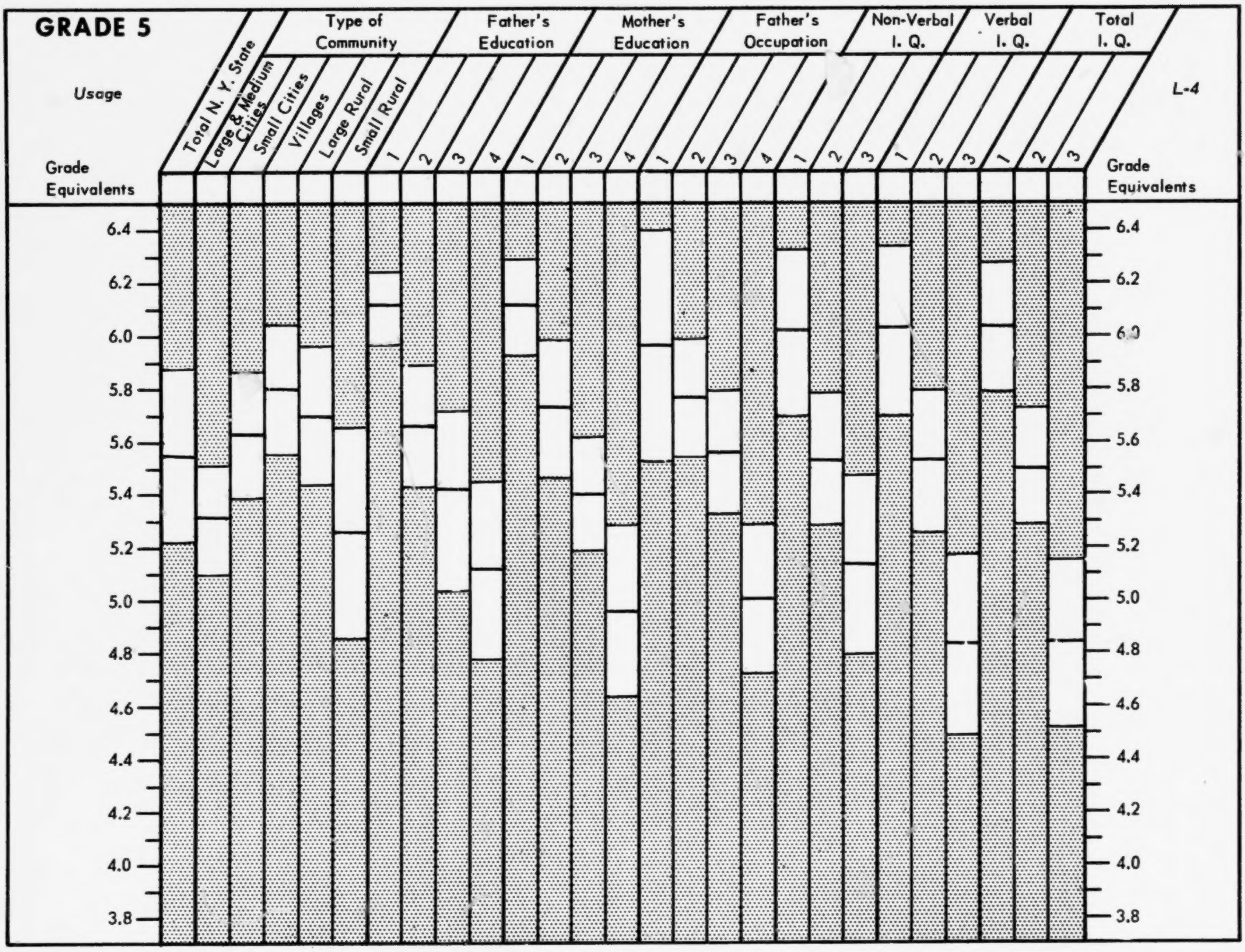

GRADE 5
Reading
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
R
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

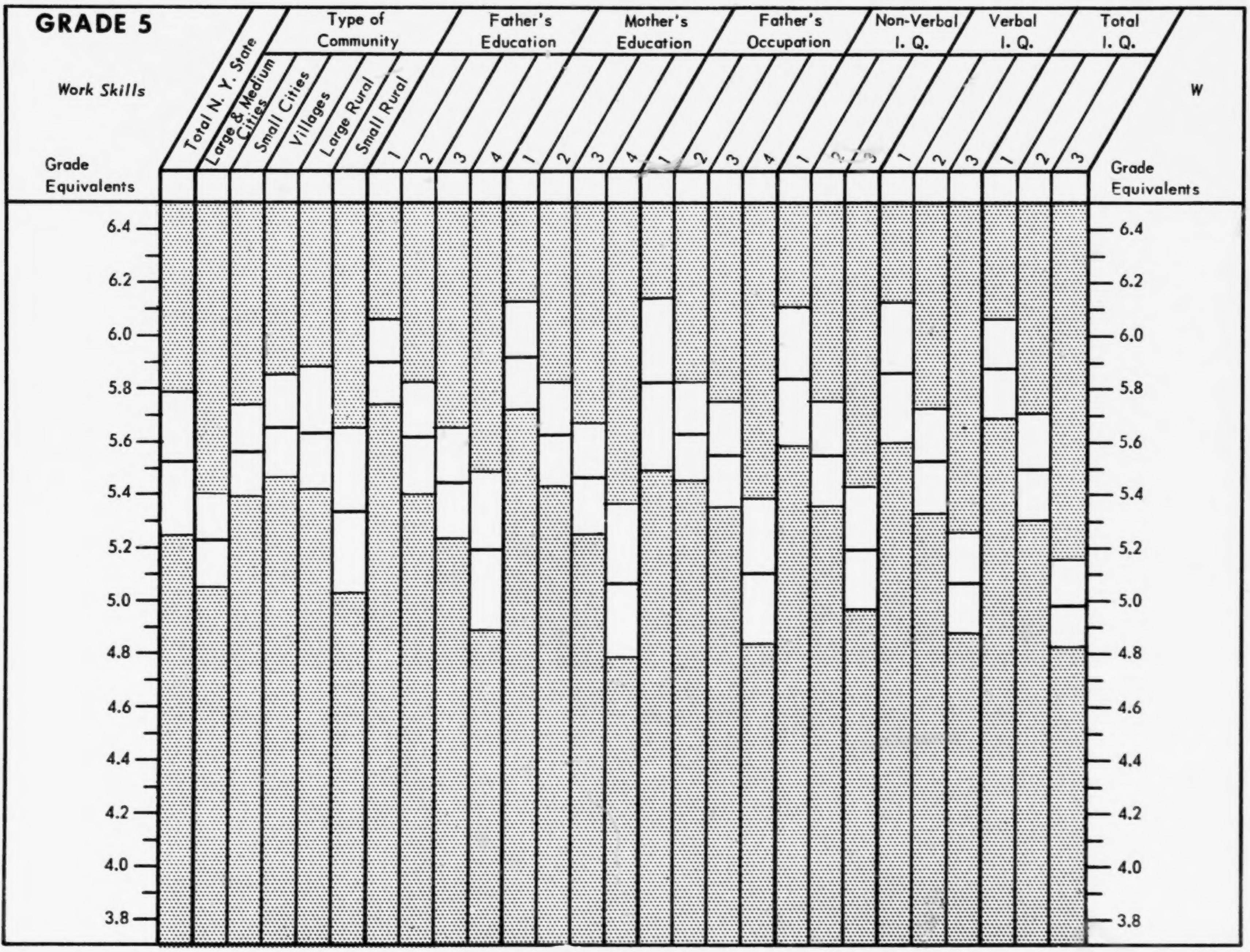

GRADE 5
Language
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
L
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

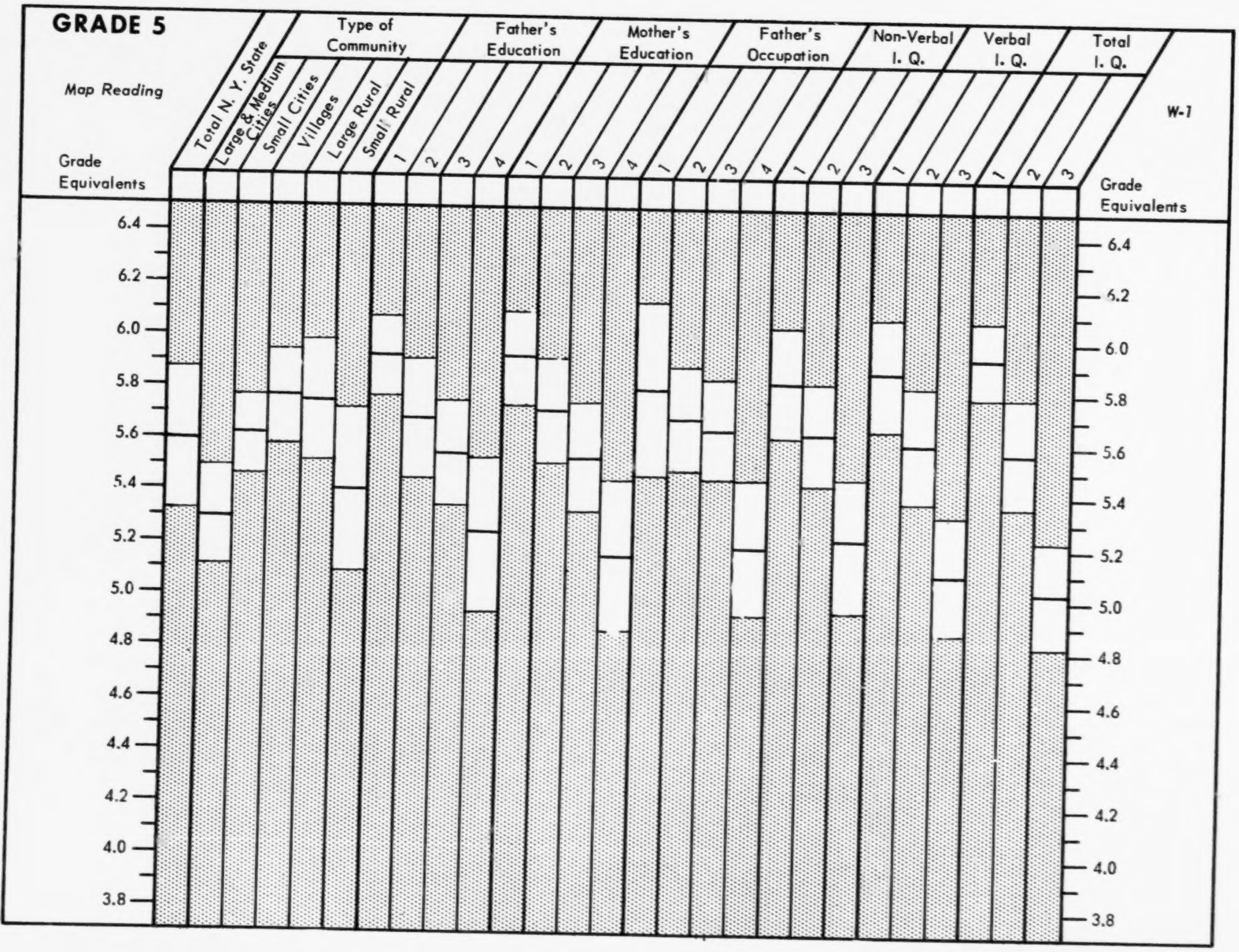

GRADE 5
Spelling
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
L-1
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

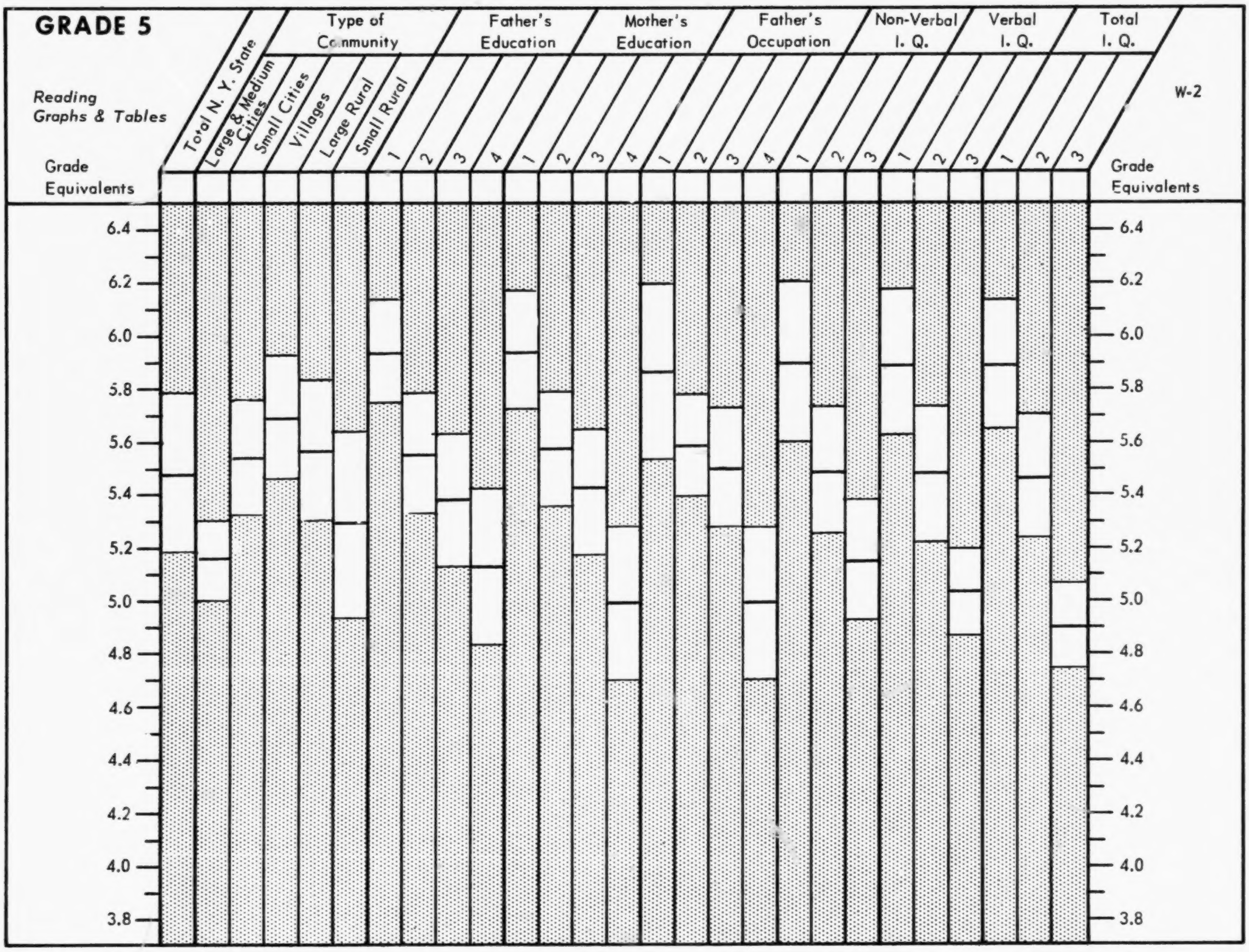

GRADE 5
Capitalization
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8
Grade Equivalents

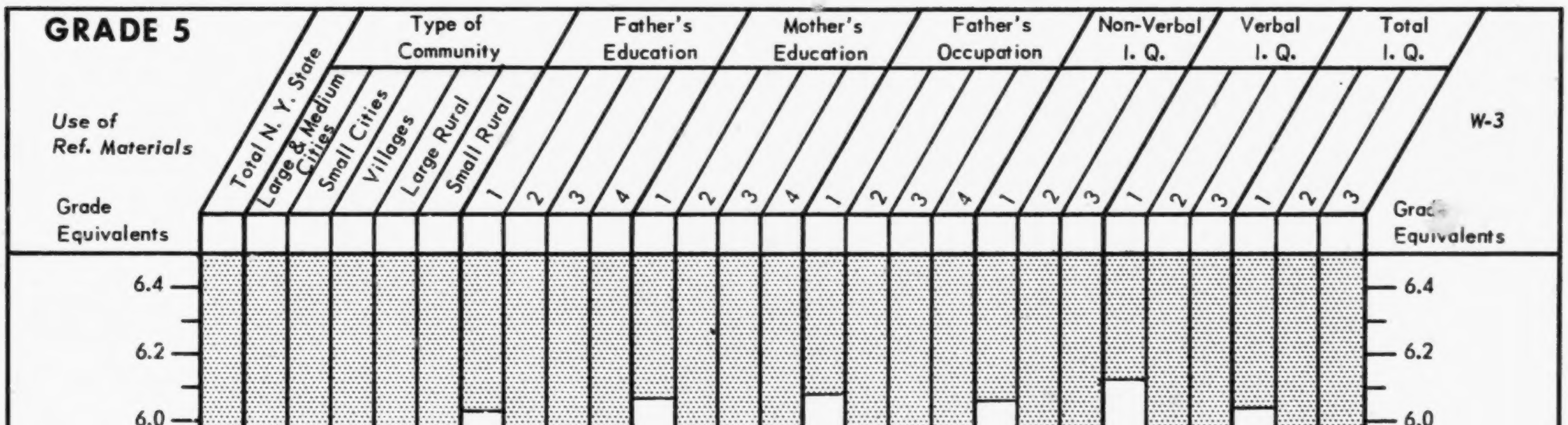

GRADE 5
Punctuation
L-3
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

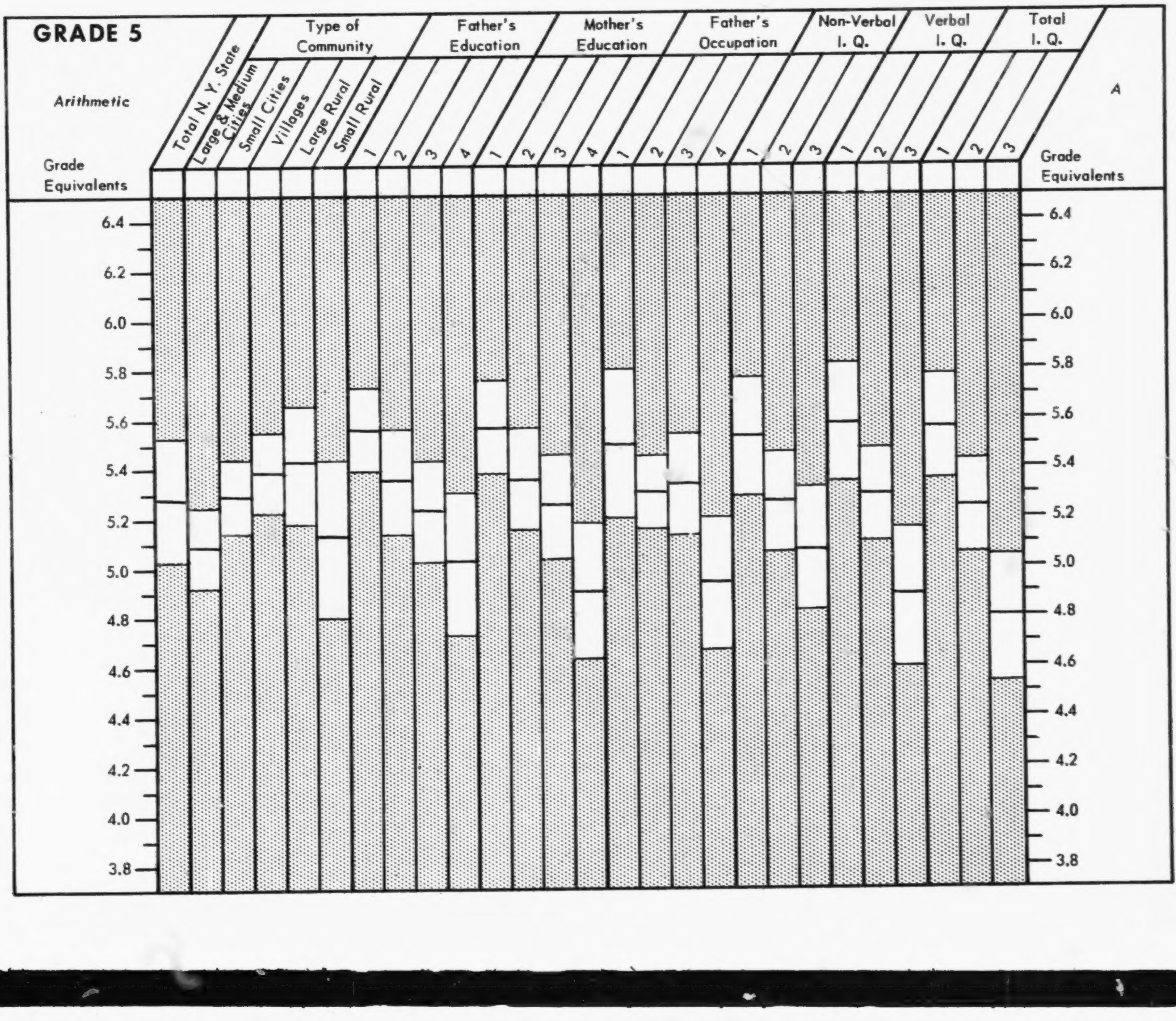

GRADE 5
Usage
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
L-4
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

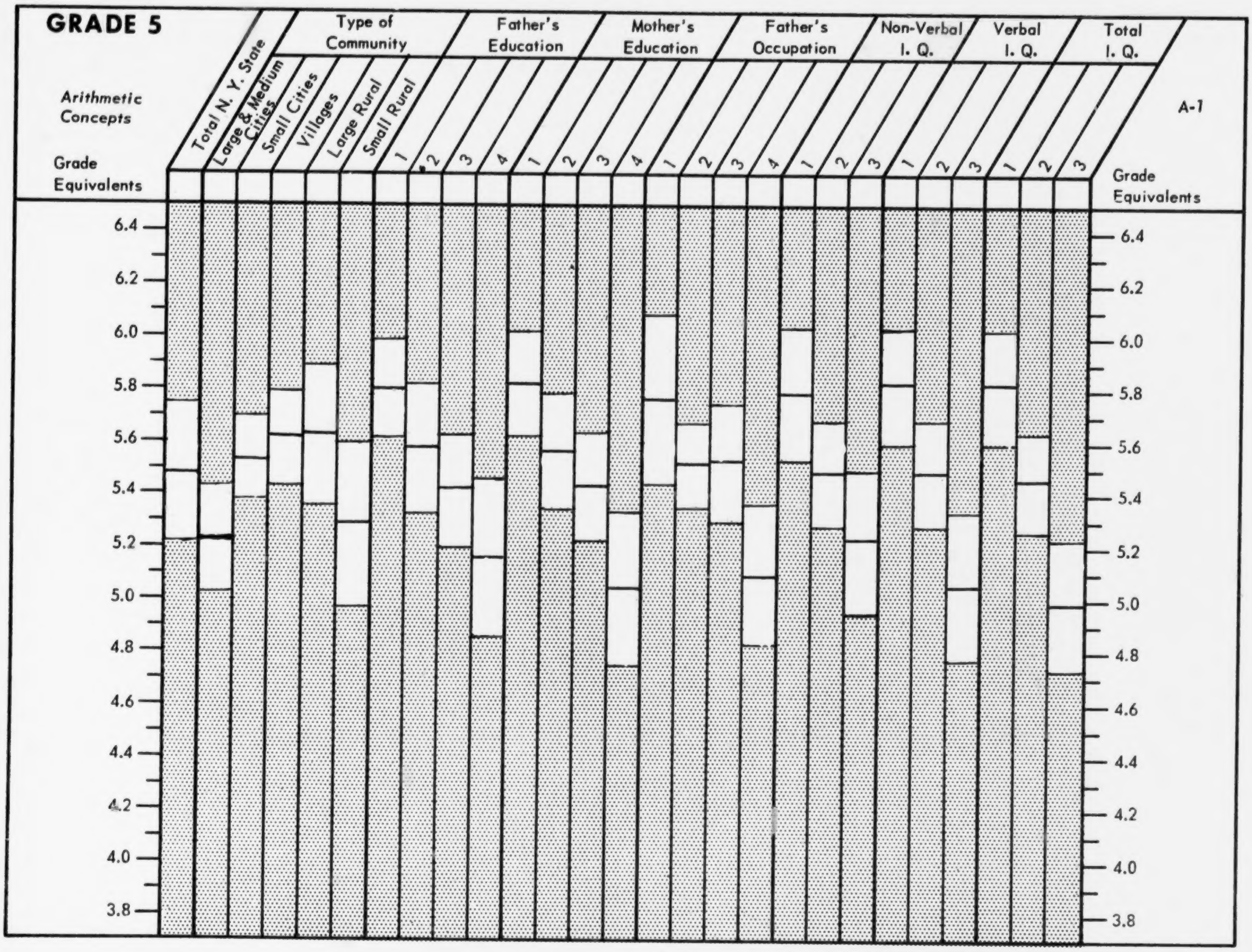

GRADE 5
Work Skills
W
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
Mother's Education
Father's Occupation
Non-Verbal I. Q.
Verbal I. Q.
Total I. Q.
1
2
3
4
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

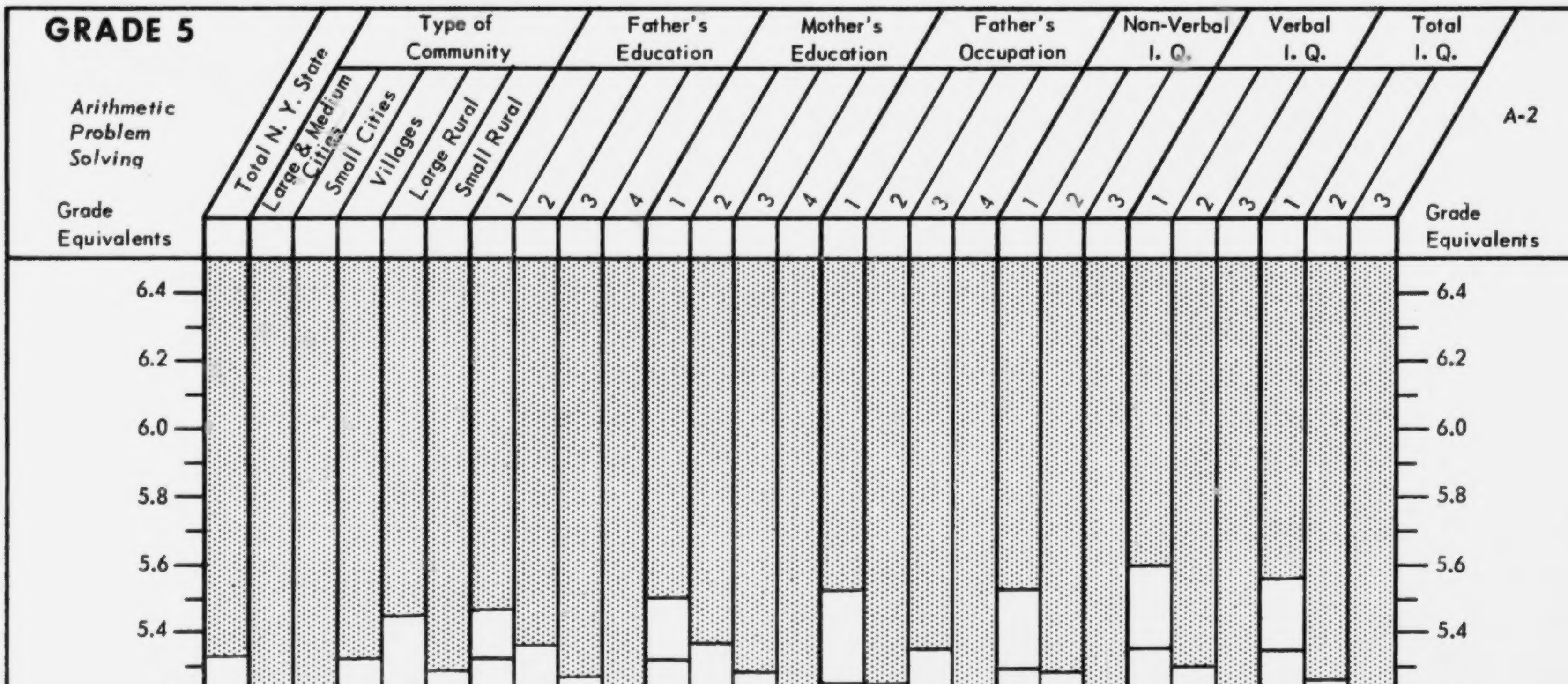

GRADE 5
Map Reading
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
W-1
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

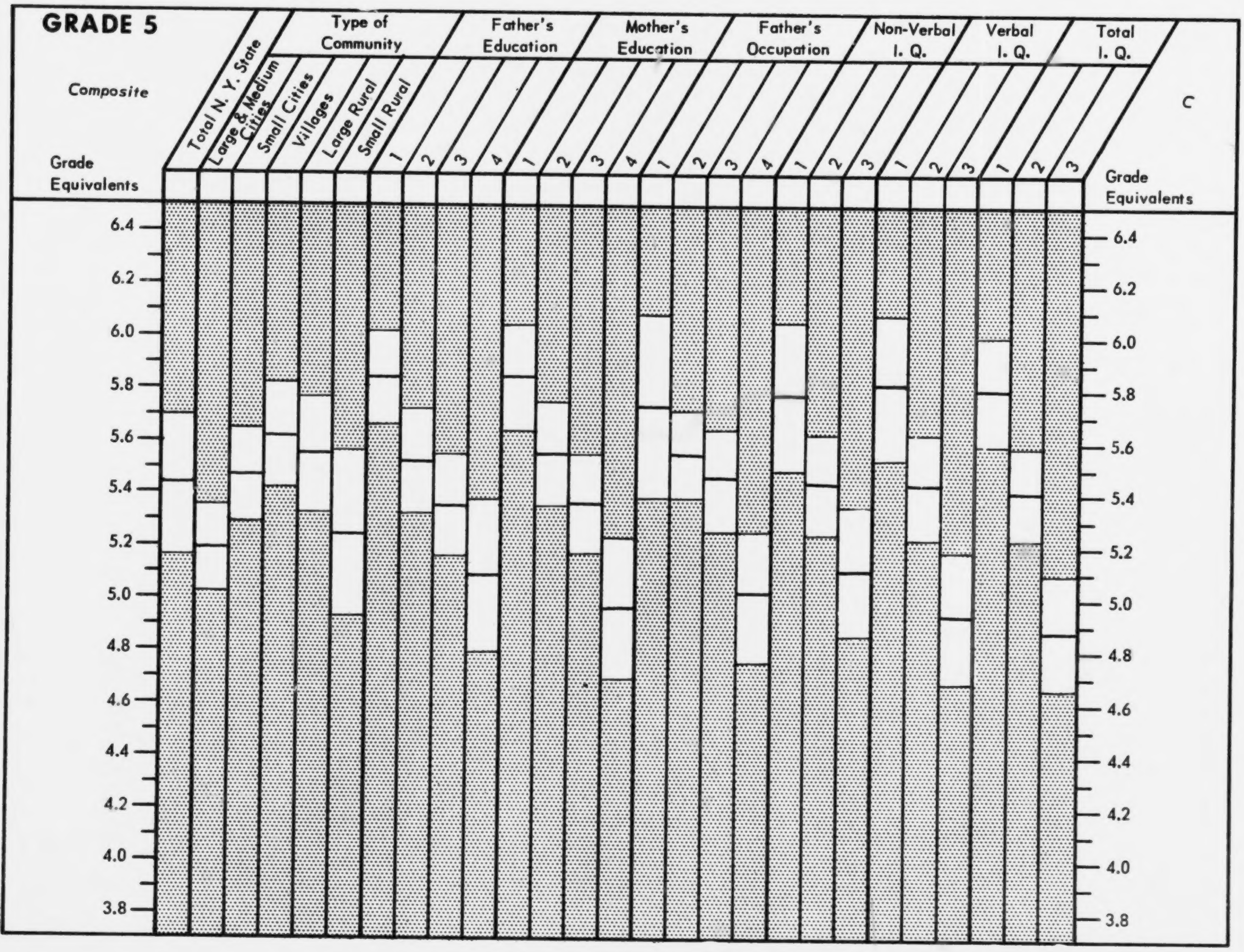

GRADE 5
Reading Graphs & Tables
Grade Equivalents
Type of Community
Father's Education
Mother's Education
Father's Occupation
Non-Verbal I. Q.
Verbal I. Q.
Total I. Q.
W-2
Total N. Y. State
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
1
2
3
4
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8


GRADE 5
Use of Ref. Materials
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
W-3
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8


GRADE 5
Arithmetic
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
Mother's Education
Father's Occupation
Non-Verbal I. Q.
Verbal I. Q.
Total I. Q.
1
2
3
4
A
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8


GRADE 5
Arithmetic Concepts
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
A-1
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8


GRADE 5
Arithmetic Problem Solving
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
A-2
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8


GRADE 5
Composite
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
C
Grade Equivalents
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8

Appendix B

Section I, Grade 5

Community Type Tables

Grade 5 **SYSTEM MEAN SCORE ________** VOCABULARY

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.78	5.92	6.06	----	----	----	----	----	----
	2	5.12	5.29	5.46	5.24	5.32	5.40	5.44	5.54	5.64	5.47	5.63	5.79	----	----	----
	3	4.98	5.04	5.10	----	----	----	5.23	5.30	5.37	5.18	5.36	5.54	5.02	5.23	5.44
	4	----	----	----	----	----	----	----	----	----	5.05	5.16	5.27	4.57	4.90	5.23
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.72	5.91	6.10	----	----	----	----	----	----
	2	----	----	----	5.28	5.35	5.42	5.51	5.61	5.71	5.46	5.61	5.76	5.13	5.35	5.57
	3	5.02	5.09	5.16	----	----	----	5.22	5.29	5.36	5.18	5.35	5.52	5.04	5.27	5.50
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.51	4.80	5.09
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.68	5.88	6.08	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.57	5.71	5.85	----	----	----	----	----	----
	3	5.00	5.07	5.14	5.26	5.35	5.44	5.26	5.37	5.48	5.30	5.50	5.70	5.18	5.36	5.54
	4	----	----	----	----	----	----	----	----	----	5.03	5.12	5.21	4.64	4.90	5.16
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.27	5.36	5.45	5.30	5.48	5.66	5.28	5.47	5.66	5.06	5.26	5.46
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.58	4.84	5.10
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.27	5.36	5.45	5.33	5.54	5.75	5.21	5.37	5.53	5.03	5.25	5.47
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.49	4.80	5.11
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.80	5.96	6.12	----	----	----	5.27	5.62	5.97
	2	----	----	----	5.27	5.36	5.45	5.28	5.46	5.64	5.20	5.34	5.48	5.07	5.28	5.49
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.49	4.74	4.99
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5 **SYSTEM MEAN SCORE ________** READING

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.75	5.89	6.03	----	----	----	----	----	----
	2	5.01	5.20	5.39	5.25	5.32	5.39	5.35	5.47	5.59	5.57	5.73	5.89	----	----	----
	3	4.97	5.08	5.19	----	----	----	5.26	5.35	5.44	5.22	5.45	5.68	5.11	5.33	5.55
	4	----	----	----	----	----	----	----	----	----	5.04	5.20	5.36	4.62	4.93	5.24
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.66	5.87	6.08	----	----	----	----	----	----
	2	----	----	----	5.32	5.38	5.44	5.48	5.59	5.70	5.59	5.74	5.89	5.16	5.38	5.60
	3	4.99	5.09	5.19	----	----	----	5.25	5.33	5.41	5.33	5.45	5.57	5.17	5.40	5.63
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.54	4.79	5.04
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.63	5.85	6.07	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.48	5.63	5.78	----	----	----	----	----	----
	3	4.96	5.06	5.16	5.26	5.35	5.44	5.29	5.41	5.53	5.37	5.58	5.79	5.22	5.42	5.62
	4	----	----	----	----	----	----	----	----	----	4.98	5.16	5.34	4.67	4.96	5.25
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.30	5.38	5.46	5.28	5.44	5.60	5.20	5.45	5.70	5.19	5.43	5.67
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.68	4.87	5.06
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.30	5.38	5.46	5.33	5.51	5.69	5.15	5.37	5.59	5.06	5.31	5.56
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.67	4.87	5.10
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.82	5.97	6.12	----	----	----	5.29	5.60	5.91
	2	----	----	----	5.30	5.38	5.46	5.28	5.44	5.60	5.14	5.35	5.56	5.18	5.41	5.64
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.60	4.79	4.98
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5 **SYSTEM MEAN SCORE** ________ LANGUAGE

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.90	6.06	6.22	----	----	----	----	----	----
	2	5.12	5.40	5.68	5.25	5.37	5.49	5.38	5.58	5.78	5.69	5.93	6.17	----	----	----
	3	5.15	5.22	5.29	----	----	----	5.44	5.56	5.68	5.43	5.69	5.95	4.99	5.32	5.65
	4	----	----	----	----	----	----	----	----	----	5.27	5.40	5.53	4.62	5.01	5.40
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.70	5.98	6.26	----	----	----	----	----	----
	2	----	----	----	5.31	5.43	5.55	5.63	5.78	5.93	5.69	5.93	6.17	5.08	5.46	5.84
	3	5.16	5.22	5.28	----	----	----	5.39	5.50	5.61	5.46	5.66	5.86	5.06	5.35	5.64
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.54	4.90	5.26
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.67	5.97	6.27	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.63	5.81	5.99	----	----	----	----	----	----
	3	5.10	5.18	5.26	5.28	5.42	5.56	5.46	5.60	5.74	5.58	5.81	6.04	5.26	5.56	5.86
	4	----	----	----	----	----	----	----	----	----	5.23	5.39	5.55	4.63	4.91	5.19
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.37	5.49	5.61	5.39	5.59	5.79	5.42	5.66	5.90	4.93	5.27	5.61
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.69	4.99	5.29
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.37	5.49	5.61	5.45	5.68	5.91	5.35	5.55	5.75	5.07	5.37	5.67
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.51	4.78	5.05
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.96	6.14	6.32	----	----	----	5.40	5.75	6.10
	2	----	----	----	5.37	5.49	5.61	5.40	5.60	5.80	5.28	5.55	5.82	5.12	5.39	5.66
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.54	4.80	5.06
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

LANGUAGE SUB-1
Spelling

Grade 5

SYSTEM MEAN SCORE ________

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.73	5.89	6.05	----	----	----	----	----	----
	2	5.03	5.28	5.53	5.13	5.22	5.31	5.30	5.49	5.68	5.51	5.73	5.95	----	----	----
	3	5.02	5.13	5.24	----	----	----	5.24	5.34	5.44	5.17	5.45	5.73	4.88	5.21	5.54
	4	----	----	----	----	----	----	----	----	----	5.08	5.22	5.36	4.62	4.98	5.34
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.55	5.82	6.09	----	----	----	----	----	----
	2	----	----	----	5.19	5.25	5.31	5.52	5.65	5.78	5.47	5.70	5.93	5.01	5.31	5.61
	3	5.06	5.16	5.26	----	----	----	5.20	5.28	5.36	5.30	5.50	5.70	4.93	5.27	5.61
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.57	4.90	5.23
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.51	5.80	6.09	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.52	5.68	5.84	----	----	----	----	----	----
	3	4.98	5.10	5.22	5.18	5.29	5.40	5.26	5.40	5.54	5.36	5.60	5.84	5.06	5.42	5.78
	4	----	----	----	----	----	----	----	----	----	4.99	5.15	5.31	4.60	4.84	5.08
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.16	5.28	5.40	5.21	5.43	5.65	5.30	5.55	5.80	4.85	5.24	5.63
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.75	4.98	5.21
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.16	5.28	5.40	5.27	5.52	5.77	5.20	5.40	5.60	4.96	5.29	5.62
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.66	4.82	4.98
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.75	5.94	6.13	----	----	----	4.99	5.47	5.95
	2	----	----	----	5.16	5.28	5.40	5.22	5.43	5.64	5.18	5.43	5.68	5.00	5.33	5.66
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.70	4.85	5.00
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

LANGUAGE SUB-2
Capitalization

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.90	6.12	6.34	----	----	----	----	----	----
	2	5.12	5.43	5.74	5.25	5.39	5.53	5.34	5.59	5.84	5.72	6.04	6.36	----	----	----
	3	5.15	5.28	5.41	----	----	----	5.51	5.69	5.87	5.56	5.87	6.18	4.92	5.32	5.72
	4	----	----	----	----	----	----	----	----	----	5.19	5.40	5.61	4.57	5.00	5.43
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.69	6.03	6.37	----	----	----	----	----	----
	2	----	----	----	5.27	5.42	5.57	5.63	5.82	6.01	5.73	6.06	6.39	4.99	5.44	5.89
	3	5.16	5.27	5.38	----	----	----	5.41	5.58	5.75	5.56	5.80	6.04	4.99	5.35	5.71
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.52	4.92	5.32
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.63	5.99	6.35	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.61	5.85	6.09	----	----	----	----	----	----
	3	5.09	5.21	5.33	5.27	5.43	5.59	5.53	5.72	5.91	5.70	5.97	6.24	5.20	5.57	5.94
	4	----	----	----	----	----	----	----	----	----	5.14	5.38	5.62	4.59	4.92	5.25
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.47	5.54	5.61	5.40	5.66	5.92	5.43	5.72	6.01	4.88	5.28	5.68
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.58	4.96	5.34
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.47	5.54	5.61	5.47	5.75	6.03	5.35	5.61	5.87	5.05	5.39	5.73
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.36	4.68	5.00
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.95	6.20	6.45	----	----	----	5.49	5.83	6.17
	2	----	----	----	5.47	5.54	5.61	5.43	5.68	5.93	5.30	5.65	6.00	5.03	5.38	5.73
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.42	4.73	5.04
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

LANGUAGE SUB-3
Punctuation

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.90	6.08	6.26	----	----	----	----	----	----
	2	5.12	5.44	5.76	5.30	5.44	5.58	5.36	5.60	5.84	5.77	6.04	6.31	----	----	----
	3	5.26	5.30	5.34	----	----	----	5.54	5.70	5.86	5.57	5.81	6.05	5.11	5.48	5.85
	4	----	----	----	----	----	----	----	----	----	5.46	5.63	5.80	4.64	5.12	5.60
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.64	5.95	6.26	----	----	----	----	----	----
	2	----	----	----	5.37	5.51	5.65	5.66	5.84	6.02	5.79	6.06	6.33	5.11	5.57	6.03
	3	5.20	5.26	5.32	----	----	----	5.47	5.64	5.81	5.65	5.81	5.97	5.17	5.47	5.77
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.55	5.01	5.47
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.62	5.95	6.28	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.66	5.86	6.06	----	----	----	----	----	----
	3	5.15	5.22	5.29	5.33	5.52	5.71	5.55	5.71	5.87	5.70	5.93	6.16	5.41	5.73	6.05
	4										5.47	5.65	5.83	4.68	5.03	5.38
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.48	5.63	5.78	5.43	5.65	5.87	5.48	5.74	6.00	5.03	5.37	5.71
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.71	5.12	5.53
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.48	5.63	5.78	5.51	5.74	5.97	5.45	5.65	5.85	5.15	5.49	5.83
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.51	4.90	5.29
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.97	6.17	6.37	----	----	----	5.54	5.88	6.22
	2	----	----	----	5.48	5.63	5.78	5.46	5.67	5.88	5.37	5.65	5.93	5.19	5.49	5.79
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.54	4.90	5.26
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

LANGUAGE SUB-4
Usage

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	6.03	6.16	6.29	----	----	----	----	----	----
	2	5.23	5.45	5.67	5.27	5.41	5.55	5.52	5.65	5.78	5.72	5.91	6.10	----	----	----
	3	5.13	5.17	5.21	----	----	----	5.36	5.49	5.62	5.35	5.62	5.89	4.92	5.27	5.62
	4	----	----	----	----	----	----	----	----	----	5.25	5.35	5.45	4.59	4.95	5.31
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.91	6.13	6.35	----	----	----	----	----	----
	2	----	----	----	5.38	5.51	5.64	5.70	5.82	5.94	5.74	5.93	6.12	5.11	5.51	5.91
	3	5.14	5.21	5.28	----	----	----	5.41	5.49	5.57	5.29	5.52	5.75	5.08	5.31	5.54
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.45	4.79	5.13
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.89	6.13	6.37	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.70	5.85	6.00	----	----	----	----	----	----
	3	5.13	5.19	5.25	5.29	5.46	5.63	5.41	5.56	5.71	5.51	5.75	5.99	5.27	5.52	5.77
	4	----	----	----	----	----	----	----	----	----	5.26	5.36	5.46	4.59	4.85	5.11
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.36	5.52	5.68	5.40	5.61	5.82	5.41	5.64	5.87	4.91	5.19	5.47
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.63	4.92	5.21
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.36	5.52	5.68	5.48	5.70	5.92	5.31	5.54	5.77	5.02	5.32	5.62
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.41	4.70	4.99
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	6.09	6.23	6.37	----	----	----	5.50	5.83	6.16
	2	----	----	----	5.35	5.52	5.68	5.41	5.61	5.81	5.26	5.49	5.72	5.15	5.38	5.61
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.45	4.72	4.99
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5 **SYSTEM MEAN SCORE** ________ WORKSKILLS

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.83	5.96	6.09	----	----	----	----	----	----
	2	5.08	5.27	5.46	5.35	5.42	5.49	5.42	5.57	5.72	5.64	5.83	6.02	----	----	----
	3	5.07	5.16	5.25	----	----	----	5.37	5.48	5.59	5.36	5.59	5.82	5.15	5.36	5.57
	4	----	----	----	----	----	----	----	----	----	5.21	5.37	5.53	4.74	5.06	5.38
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.69	5.91	6.13	----	----	----	----	----	----
	2	----	----	----	5.35	5.42	5.49	5.56	5.68	5.80	5.63	5.81	5.99	5.25	5.44	5.63
	3	5.07	5.14	5.21	----	----	----	5.37	5.49	5.61	5.48	5.65	5.82	5.14	5.39	5.64
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.68	5.00	5.32
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.64	5.88	6.12	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.60	5.75	5.90	----	----	----	----	----	----
	3	5.06	5.13	5.20	5.38	5.47	5.56	5.42	5.55	5.68	5.52	5.73	5.94	5.36	5.53	5.70
	4	----	----	----	----	----	----	----	----	----	5.14	5.32	5.50	4.72	5.01	5.30
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.42	5.49	5.56	5.39	5.57	5.75	5.34	5.60	5.86	5.25	5.45	5.65
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.85	5.04	5.23
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.42	5.49	5.56	5.46	5.65	5.84	5.29	5.52	5.75	5.18	5.39	5.60
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.83	5.00	5.17
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.91	6.04	6.17	----	----	----	5.45	5.68	5.91
	2	----	----	----	5.42	5.49	5.56	5.40	5.57	5.74	5.26	5.50	5.74	5.26	5.47	5.68
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.78	4.91	5.04
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

WORKSKILLS SUB-1
Map Reading

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.85	5.97	6.09	----	----	----	----	----	----
	2	5.15	5.38	5.61	5.43	5.51	5.59	5.49	5.65	5.81	5.75	5.93	6.11	----	----	----
	3	5.15	5.22	5.29	----	----	----	5.49	5.61	5.73	5.47	5.69	5.91	5.28	5.49	5.70
	4	----	----	----	----	----	----	----	----	----	5.31	5.48	5.65	4.79	5.11	5.43
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.72	5.93	6.14	----	----	----	----	----	----
	2	----	----	----	5.43	5.50	5.57	5.65	5.76	5.89	5.74	5.91	6.08	5.31	5.54	5.77
	3	5.16	5.21	5.26	----	----	----	5.45	5.58	5.71	5.57	5.74	5.91	5.20	5.46	5.72
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.76	5.07	5.38
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.68	5.89	6.10	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.69	5.82	5.95	----	----	----	----	----	----
	3	5.13	5.19	5.25	5.50	5.56	5.62	5.50	5.63	5.76	5.63	5.83	6.03	5.49	5.65	5.81
	4	----	----	----	----	----	----	----	----	----	5.27	5.43	5.59	4.83	5.09	5.35
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.49	5.56	5.63	5.47	5.64	5.81	5.46	5.72	5.98	5.36	5.53	5.70
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.82	5.03	5.24
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.49	5.56	5.63	5.54	5.73	5.92	5.42	5.66	5.90	5.21	5.43	5.65
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.81	5.03	5.25
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.89	6.02	6.15	----	----	----	5.61	5.78	5.95
	2	----	----	----	5.49	5.56	5.63	5.48	5.65	5.82	5.35	5.60	5.85	5.26	5.49	5.72
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.78	4.96	5.14
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

WORKSKILLS SUB-2
Reading Graphs & Tables

Grade 5

SYSTEM MEAN SCORE ________

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.85	5.99	6.13	----	----	----	----	----	----
	2	5.05	5.22	5.39	5.27	5.38	5.49	5.37	5.52	5.67	5.54	5.75	5.96	----	----	----
	3	5.01	5.08	5.15	----	----	----	5.30	5.44	5.58	5.26	5.54	5.82	4.99	5.28	5.57
	4	----	----	----	----	----	----	----	----	----	5.08	5.25	5.42	4.69	5.01	5.33
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.69	5.94	6.19	----	----	----	----	----	----
	2	----	----	----	5.31	5.39	5.47	5.54	5.66	5.78	5.53	5.73	5.93	5.12	5.38	5.64
	3	5.01	5.07	5.13	----	----	----	5.30	5.46	5.62	5.44	5.61	5.78	5.03	5.34	5.65
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.63	4.95	5.27
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.66	5.92	6.18	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.57	5.72	5.87	----	----	----	----	----	----
	3	5.00	5.06	5.12	5.31	5.42	5.53	5.36	5.51	5.66	5.46	5.68	5.90	5.25	5.49	5.73
	4										4.94	5.17	5.40	4.62	4.92	5.22
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.32	5.42	5.52	5.36	5.55	5.74	5.22	5.52	5.82	5.14	5.41	5.68
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.80	5.00	5.20
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.32	5.42	5.52	5.42	5.63	5.84	5.14	5.43	5.72	5.07	5.34	5.61
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.82	4.98	5.14
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.91	6.08	6.25	----	----	----	5.36	5.67	5.98
	2	----	----	----	5.32	5.42	5.52	5.36	5.54	5.72	5.12	5.40	5.68	5.19	5.47	5.75
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.72	4.84	4.96
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

WORK SKILLS SUB-3
Use of Reference Materia

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.76	5.92	6.08	----	----	----	----	----	----
	2	5.06	5.23	5.40	5.32	5.38	5.44	5.34	5.52	5.70	5.60	5.82	6.04	----	----	----
	3	5.08	5.20	5.32	----	----	----	5.28	5.39	5.50	5.32	5.52	5.72	5.14	5.32	5.50
	4	----	----	----	----	----	----	----	----	----	5.22	5.38	5.54	4.71	5.07	5.43
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.64	5.87	6.10	----	----	----	----	----	----
	2	----	----	----	5.29	5.36	5.43	5.47	5.64	5.81	5.59	5.79	5.99	5.23	5.40	5.57
	3	5.05	5.16	5.27	----	----	----	5.29	5.42	5.55	5.43	5.61	5.79	5.18	5.37	5.56
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.64	5.00	5.36
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.60	5.84	6.08	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.51	5.70	5.89	----	----	----	----	----	----
	3	5.03	5.14	5.25	5.33	5.43	5.53	5.34	5.49	5.64	5.45	5.68	5.91	5.29	5.45	5.61
	4	----	----	----	----	----	----	----	----	----	5.18	5.35	5.52	4.71	5.03	5.35
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.40	5.48	5.56	5.34	5.52	5.70	5.32	5.56	5.80	5.22	5.40	5.58
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.90	5.10	5.30
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.40	5.48	5.56	5.39	5.58	5.77	5.29	5.48	5.67	5.21	5.40	5.59
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.85	5.02	5.19
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.88	6.02	6.16	----	----	----	5.35	5.60	5.85
	2	----	----	----	5.40	5.48	5.56	5.33	5.51	5.69	5.29	5.50	5.71	5.29	5.46	5.63
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.84	4.96	5.08
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

ARITHMETIC

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.44	5.57	5.70	----	----	----	----	----	----
	2	4.93	5.10	5.27	5.09	5.16	5.23	5.15	5.26	5.37	5.37	5.60	5.83	----	----	----
	3	4.90	5.05	5.20	----	----	----	5.10	5.24	5.38	5.11	5.34	5.57	4.92	5.16	5.40
	4	----	----	----	----	----	----	----	----	----	5.05	5.18	5.31	4.57	4.90	5.23
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.37	5.55	5.73	----	----	----	----	----	----
	2	----	----	----.	5.23	5.23	5.23	5.24	5.34	5.44	5.38	5.60	5.82	4.87	5.09	5.31
	3	4.88	5.02	5.16	----	----	----	5.11	5.26	5.41	5.16	5.34	5.52	4.99	5.25	5.51
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.51	4.82	5.13
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.37	5.56	5.75	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.26	5.37	5.48	----	----	----	----	----	----
	3	4.88	5.00	5.12	5.10	5.19	5.28	5.15	5.28	5.41	5.27	5.50	5.73	5.13	5.34	5.55
	4	----	----	----	----	----	----	----	----	----	5.01	5.16	5.31	4.54	4.83	5.12
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.10	5.20	5.30	5.13	5.27	5.41	5.10	5.34	5.58	4.97	5.23	5.49
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.70	4.95	5.20
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.10	5.20	5.30	5.20	5.38	5.56	5.07	5.28	5.49	5.02	5.22	5.42
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.54	4.80	5.06
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.47	5.64	5.81	----	----	----	5.14	5.40	5.66
	2	----	----	----	5.10	5.20	5.30	5.14	5.29	5.44	5.02	5.22	5.42	5.06	5.28	5.50
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.49	4.71	4.93
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

MATH SUB-1
Arithmetic Concepts

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.68	5.82	5.96	----	----	----	----	----	----
	2	5.11	5.30	5.49	5.32	5.41	5.50	5.36	5.47	5.58	5.56	5.81	6.06	----	----	----
	3	4.99	5.17	5.35	----	----	----	5.30	5.46	5.62	5.28	5.53	5.78	5.14	5.34	5.54
	4	----	----	----	----	----	----	----	----	----	5.22	5.37	5.52	4.71	5.03	5.35
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.65	5.82	5.99	----	----	----	----	----	----
	2	----	----	----	5.48	5.48	5.48	5.41	5.53	5.65	5.55	5.79	6.03	5.14	5.35	5.56
	3	5.00	5.15	5.30	----	----	----	5.33	5.49	5.65	5.37	5.57	5.77	5.18	5.40	5.62
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.63	4.95	5.27
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.65	5.83	6.01	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.46	5.59	5.72	----	----	----	----	----	----
	3	5.00	5.14	5.28	5.33	5.44	5.55	5.34	5.47	5.60	5.46	5.71	5.96	5.32	5.51	5.70
	4	----	----	----	----	----	----	----	----	----	5.18	5.36	5.54	4.71	4.98	5.25
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.32	5.44	5.56	5.35	5.50	5.65	5.28	5.55	5.82	5.18	5.37	5.56
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.83	5.06	5.29
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.32	5.44	5.56	5.43	5.61	5.79	5.23	5.48	5.73	5.18	5.34	5.50
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.71	4.94	5.17
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.66	5.85	6.04	----	----	----	5.44	5.69	5.94
	2	----	----	----	5.32	5.44	5.56	5.37	5.53	5.69	5.17	5.39	5.61	5.23	5.42	5.61
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.69	4.88	5.07
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

MATH SUB-2
Arithmetic Problem Solving

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.19	5.32	5.45	----	----	----	----	----	----
	2	4.79	4.91	5.03	4.86	4.92	4.98	4.93	5.06	5.19	5.17	5.40	5.63	----	----	----
	3	4.80	4.93	5.06	----	----	----	4.88	5.01	5.14	4.92	5.14	5.36	4.69	5.00	5.31
	4	----	----	----	----	----	----	----	----	----	4.84	4.97	5.10	4.42	4.77	5.12
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.10	5.28	5.46	----	----	----	----	----	----
	2	----	----	----	4.94	4.97	5.00	5.04	5.15	5.26	5.19	5.41	5.63	4.60	4.84	5.08
	3	4.76	4.89	5.02	----	----	----	4.88	5.03	5.18	4.93	5.11	5.29	4.81	5.12	5.43
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.36	4.70	5.04
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.09	5.29	5.49	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.03	5.14	5.25	----	----	----	----	----	----
	3	4.76	4.87	4.98	4.85	4.93	5.01	4.95	5.08	5.21	5.05	5.28	5.51	4.92	5.18	5.44
	4	----	----	----	----	----	----	----	----	----	4.85	4.97	5.09	4.36	4.69	5.02
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	4.87	4.96	5.05	4.90	5.05	5.20	4.91	5.13	5.35	4.74	5.09	5.44
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.54	4.83	5.12
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	4.87	4.96	5.05	4.97	5.15	5.33	4.88	5.06	5.24	4.85	5.11	5.37
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.34	4.65	4.96
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.26	5.42	5.58	----	----	----	4.86	5.13	5.40
	2	----	----	----	4.87	4.96	5.05	4.91	5.06	5.21	4.85	5.04	5.23	4.88	5.15	5.42
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.26	4.53	4.80
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 5

SYSTEM MEAN SCORE ________

COMPOSITE

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	5.75	5.88	6.01	----	----	----	----	----	----
	2	5.06	5.25	5.44	5.25	5.32	5.39	5.35	5.48	5.61	5.55	5.74	5.93	----	----	----
	3	5.02	5.11	5.20	----	----	----	5.29	5.38	5.47	5.27	5.48	5.69	5.05	5.28	5.51
	4										5.14	5.26	5.38	4.64	4.96	5.28
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	5.64	5.85	6.06	----	----	----	----	----	----
	2	----	----	----	5.30	5.36	5.42	5.49	5.60	5.71	5.56	5.74	5.92	5.10	5.34	5.58
	3	5.03	5.11	5.19	----	----	----	5.28	5.37	5.46	5.34	5.49	5.64	5.10	5.34	5.58
	4	----	----	----	----	----	----	----	----	----	----	----	----	4.58	4.87	5.16
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	5.61	5.83	6.05	----	----	----	----	----	----
	2	----	----	----	----	----	----	5.51	5.65	5.79	----	----	----	----	----	----
	3	5.01	5.09	5.17	5.26	5.36	5.46	5.33	5.44	5.55	5.41	5.62	5.83	5.25	5.44	5.63
	4	----	----	----	----	----	----	----	----	----	5.09	5.23	5.37	4.66	4.93	5.20
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.29	5.38	5.47	5.31	5.47	5.63	5.28	5.50	5.72	5.09	5.33	5.57
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.71	4.94	5.17
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	5.29	5.38	5.47	5.37	5.55	5.73	5.23	5.42	5.61	5.09	5.31	5.53
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.62	4.85	5.08
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	5.80	5.95	6.10	----	----	----	5.33	5.61	5.89
	2	----	----	----	5.29	5.38	5.47	5.31	5.47	5.63	5.19	5.39	5.59	5.16	5.37	5.58
	3	----	----	----	----	----	----	----	----	----	----	----	----	4.60	4.79	4.98
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
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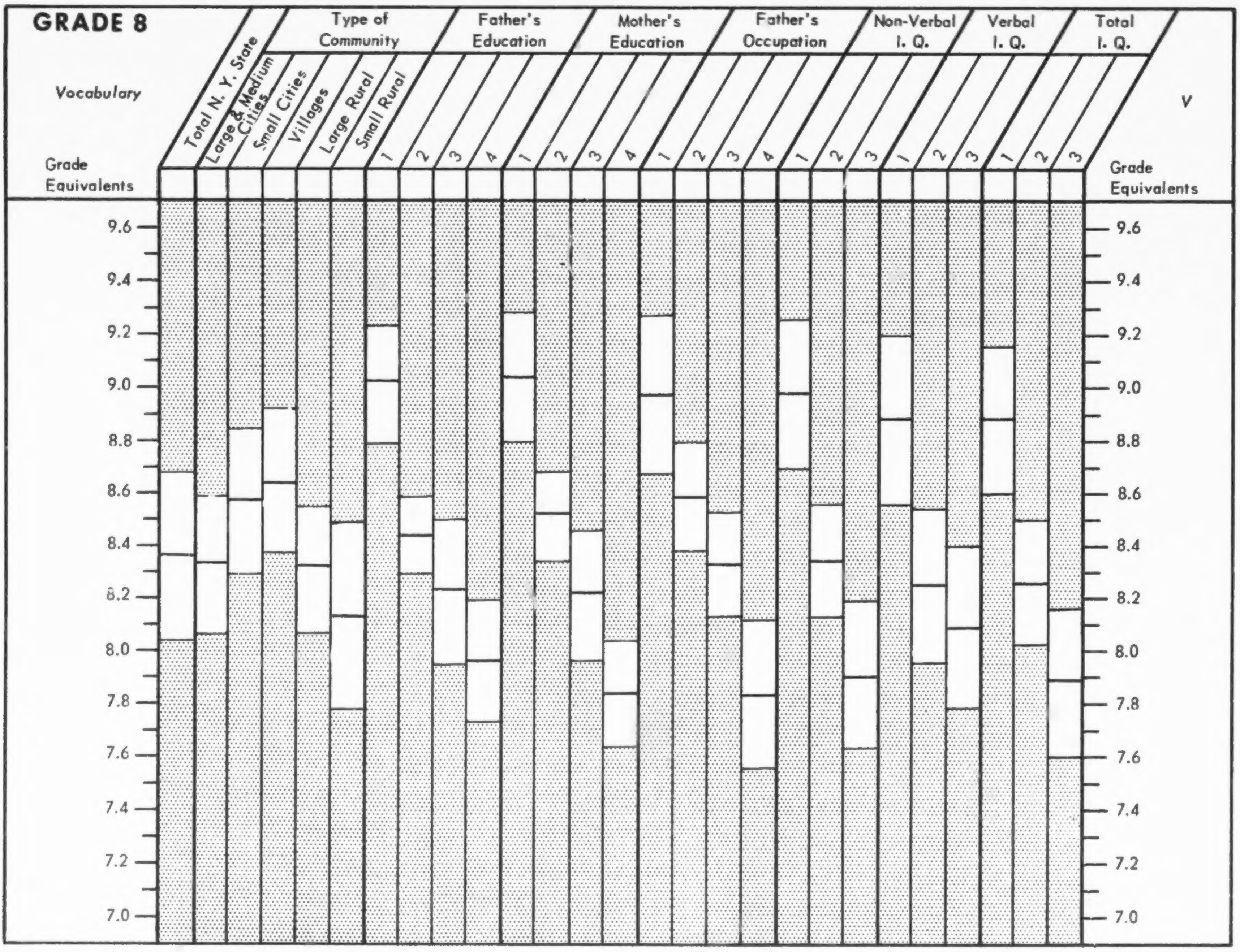
Appendix C

Section I, Grade 8

Total Samplè Tables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Vocabulary
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
V
Grade Equivalents
9.6
9.4
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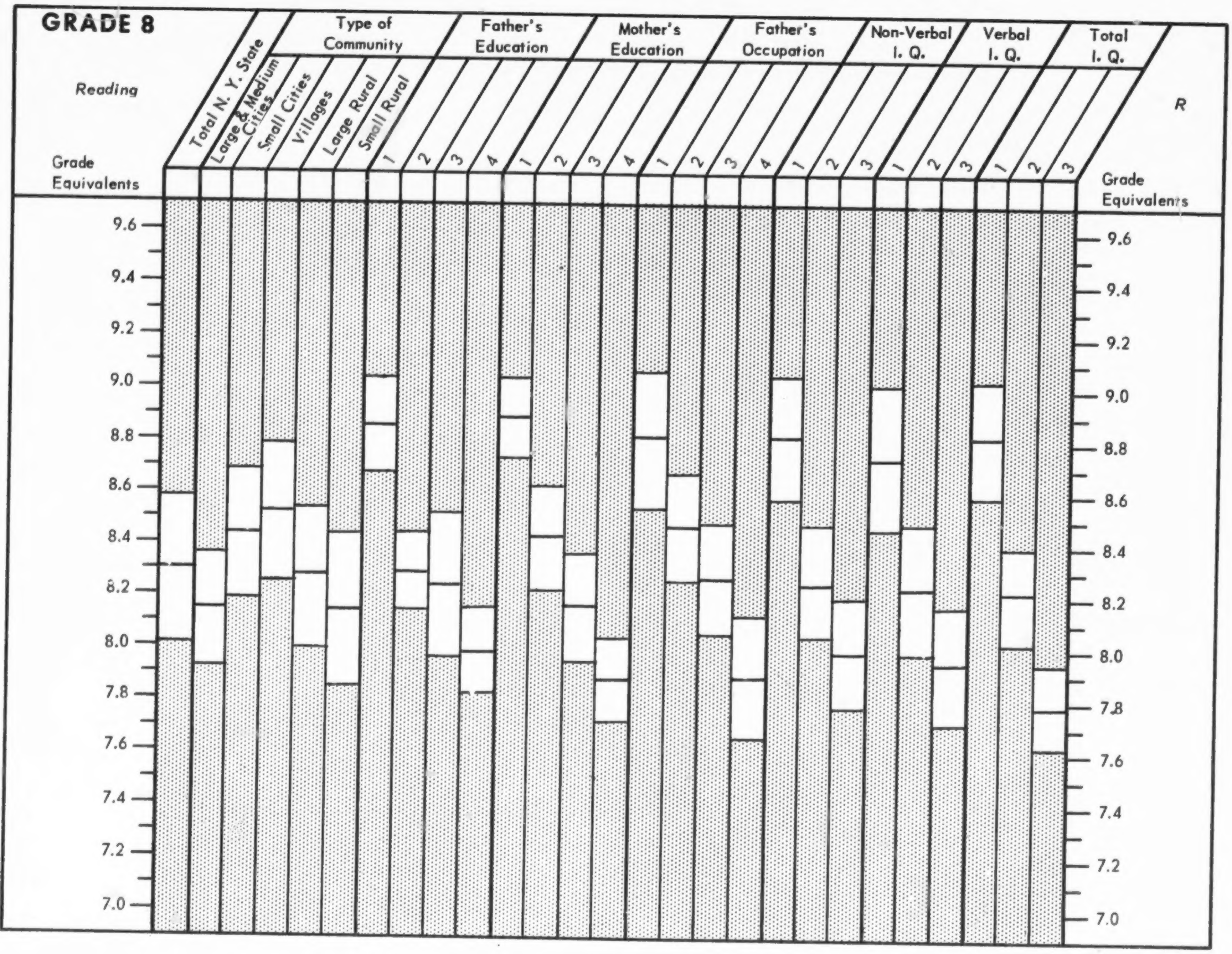
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Reading
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
Mother's Education
Father's Occupation
Non-Verbal I. Q.
Verbal I. Q.
Total I. Q.
1
2
3
4
R
9.6
9.4
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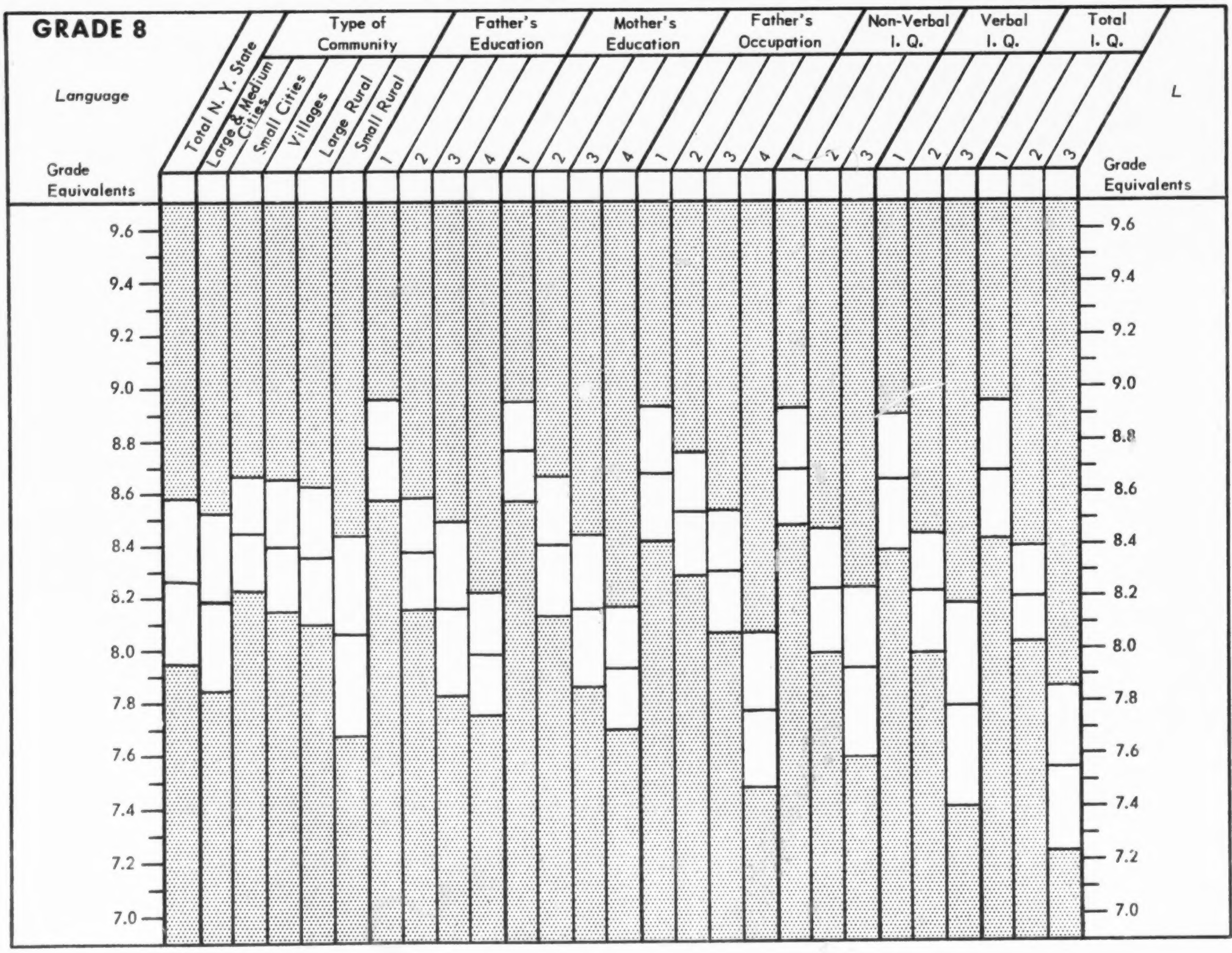
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Language
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
L
Grade Equivalents
9.6
9.4
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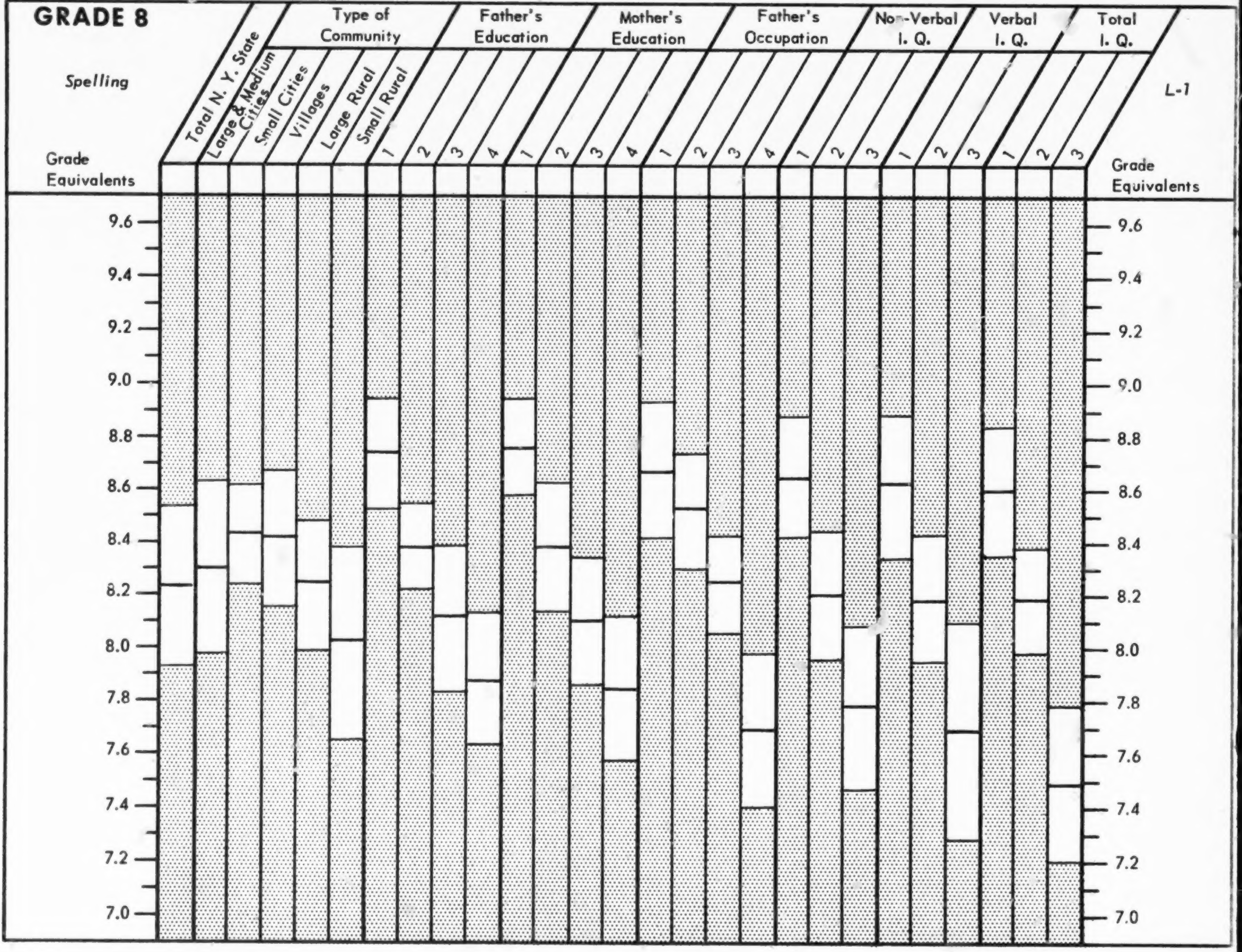
GRADE 8
Spelling
L-1
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
Mother's Education
Father's Occupation
Non-Verbal I. Q.
Verbal I. Q.
Total I. Q.
1
2
3
4
9.6
9.4
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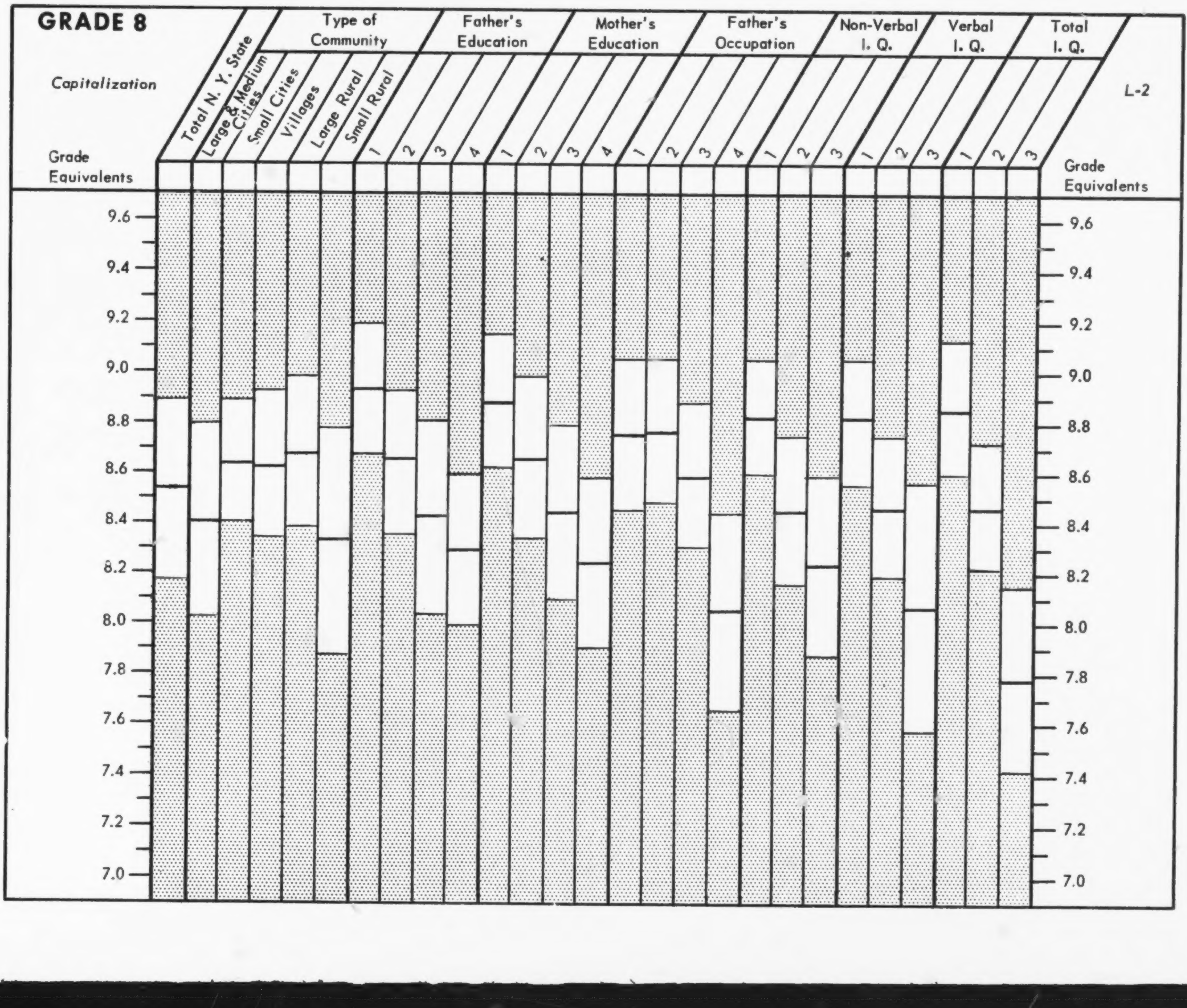
GRADE 8
Capitalization
L-2
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
9.6
9.4
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7.6
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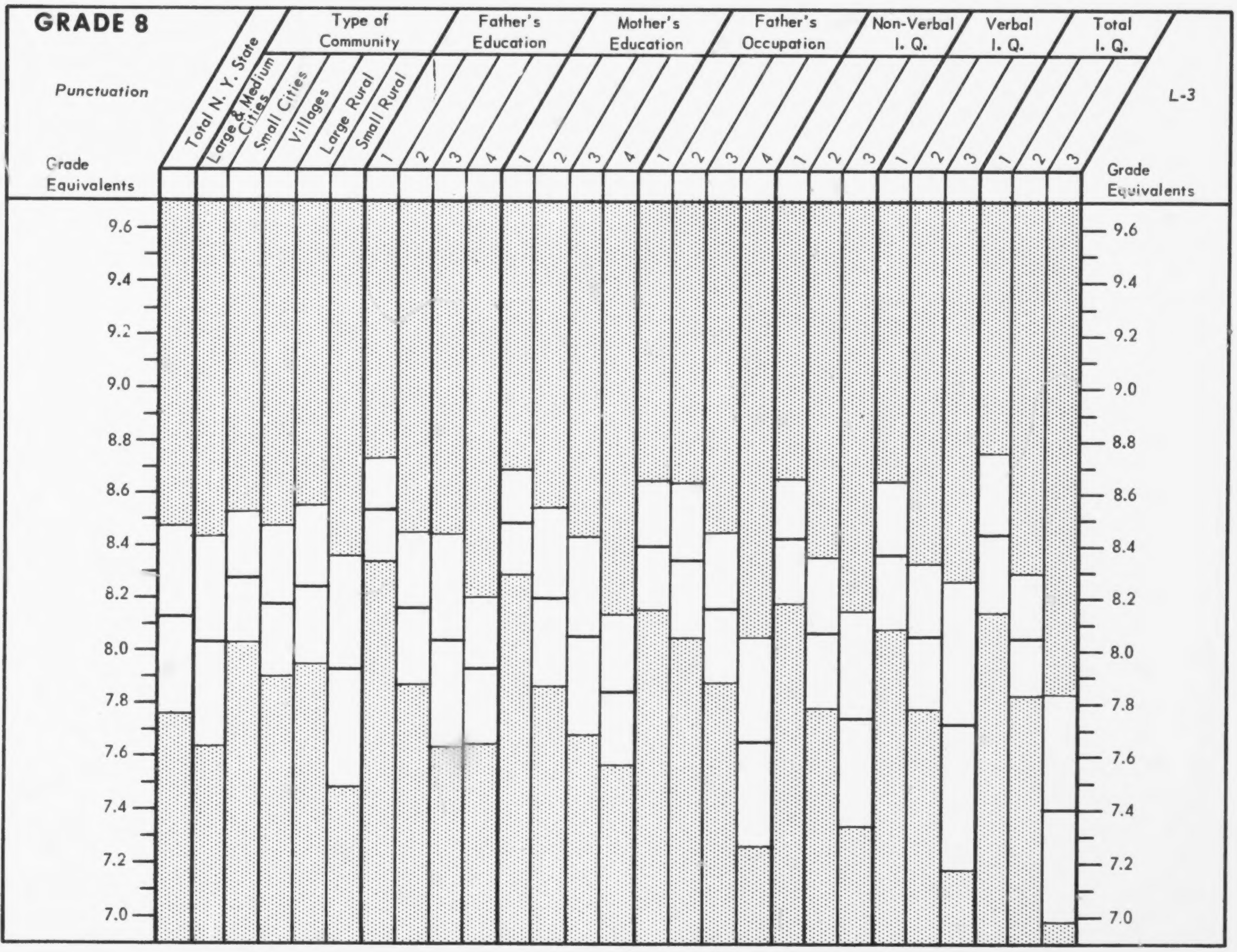
GRADE 8
Punctuation
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
L-3
9.6
9.4
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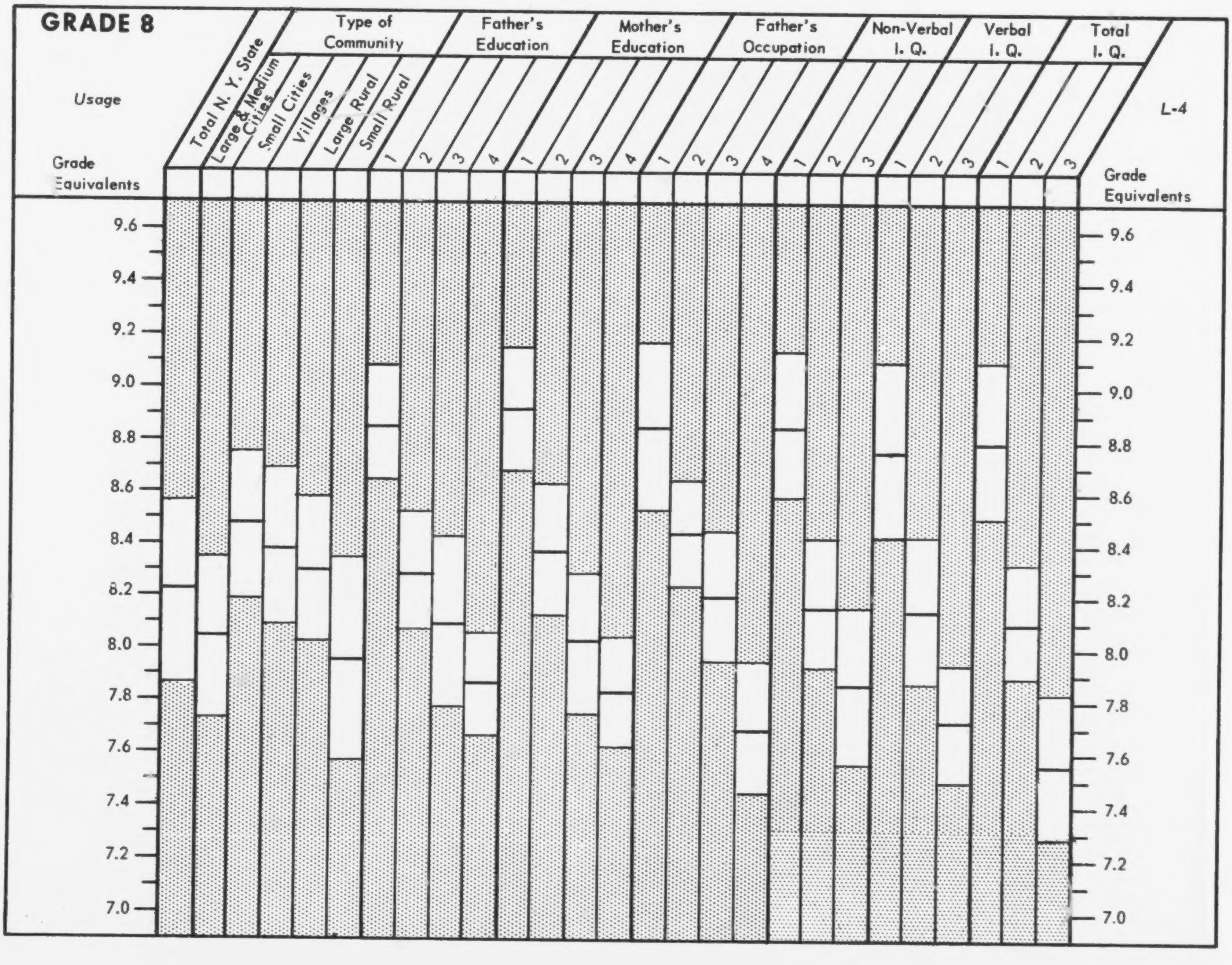
GRADE 8
Usage
Grade Equivalents
L-4
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
9.6
9.4
9.2
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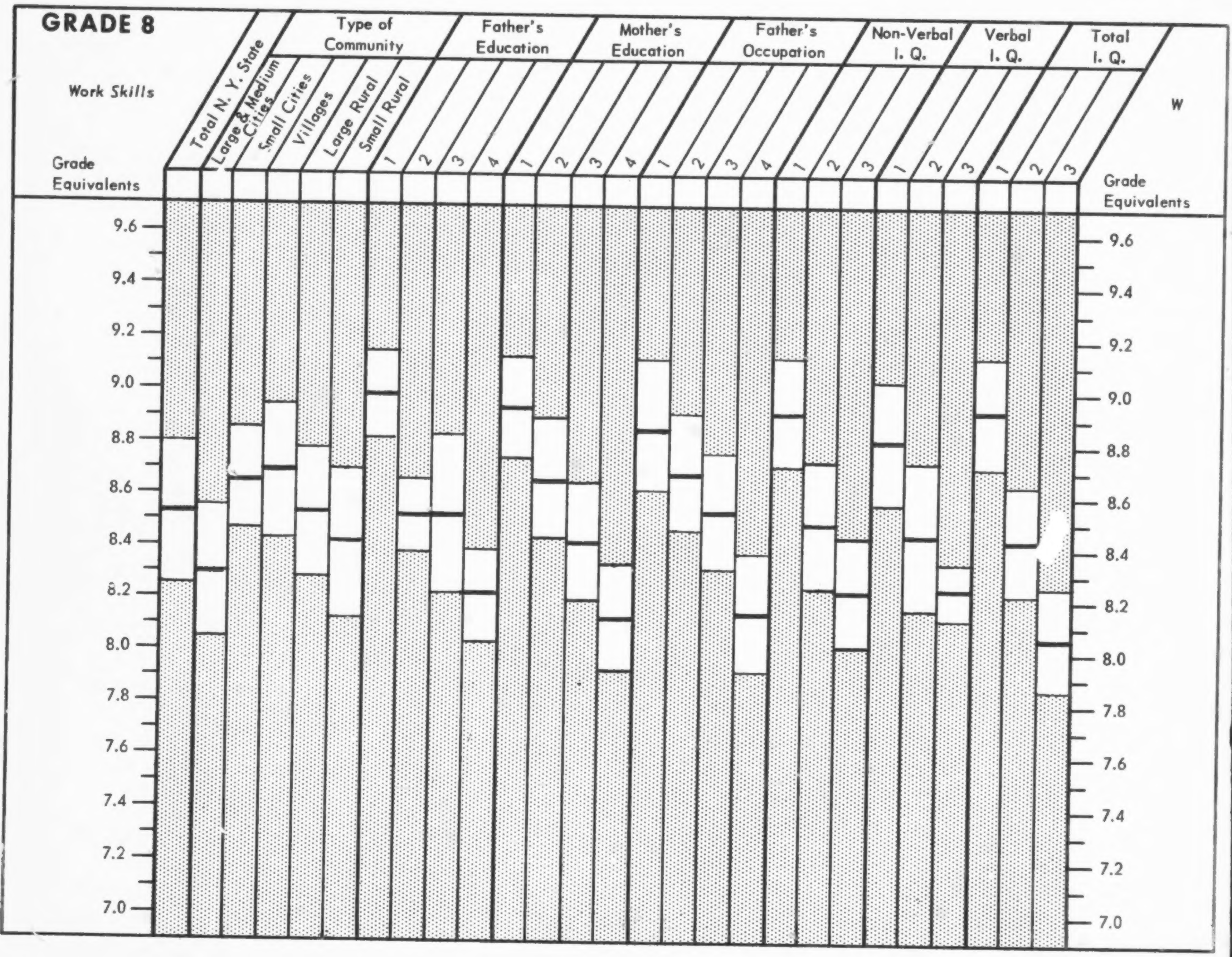
GRADE 8
Work Skills
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
W
9.6
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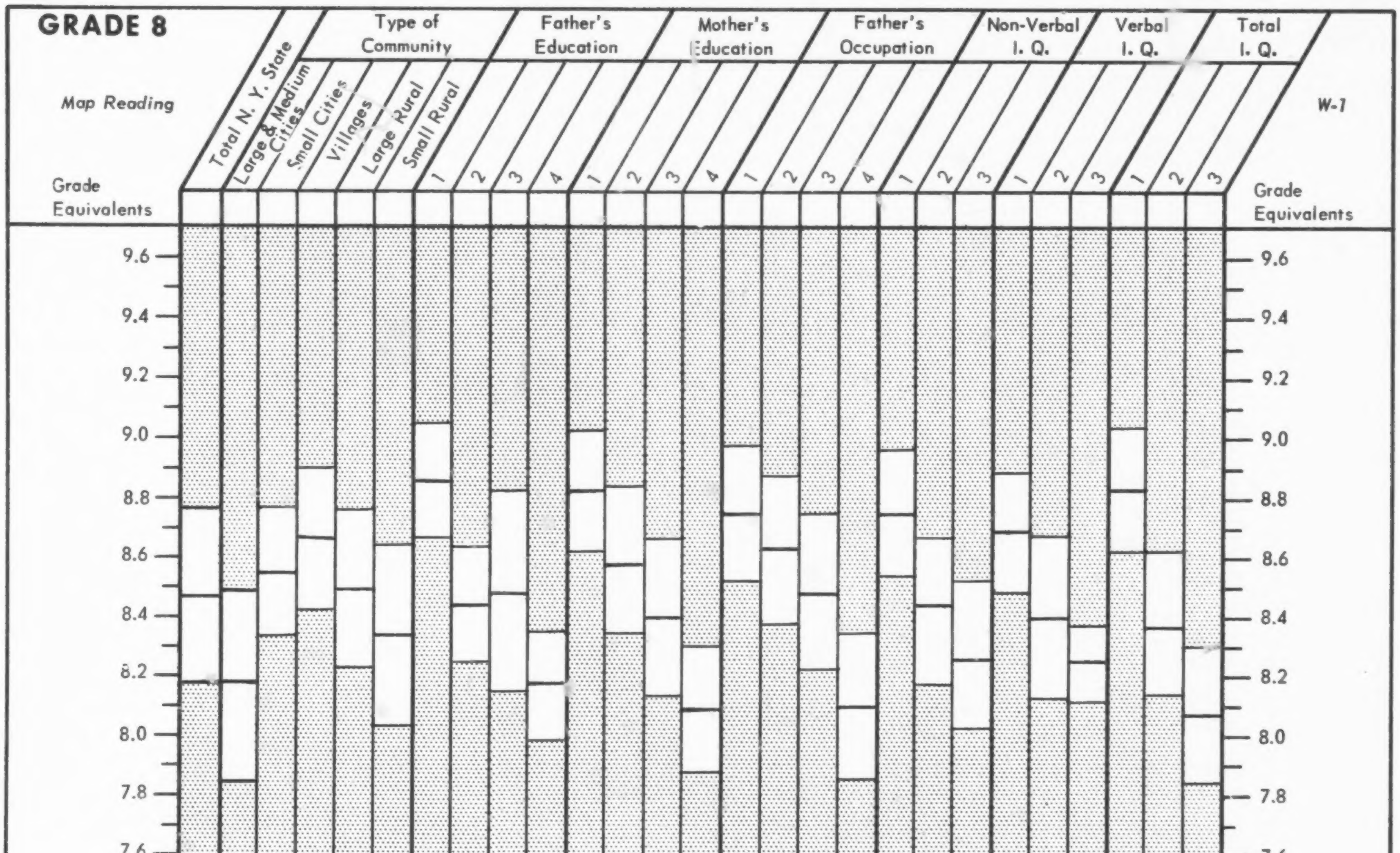
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Map Reading
W-1
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
Grade Equivalents
9.6
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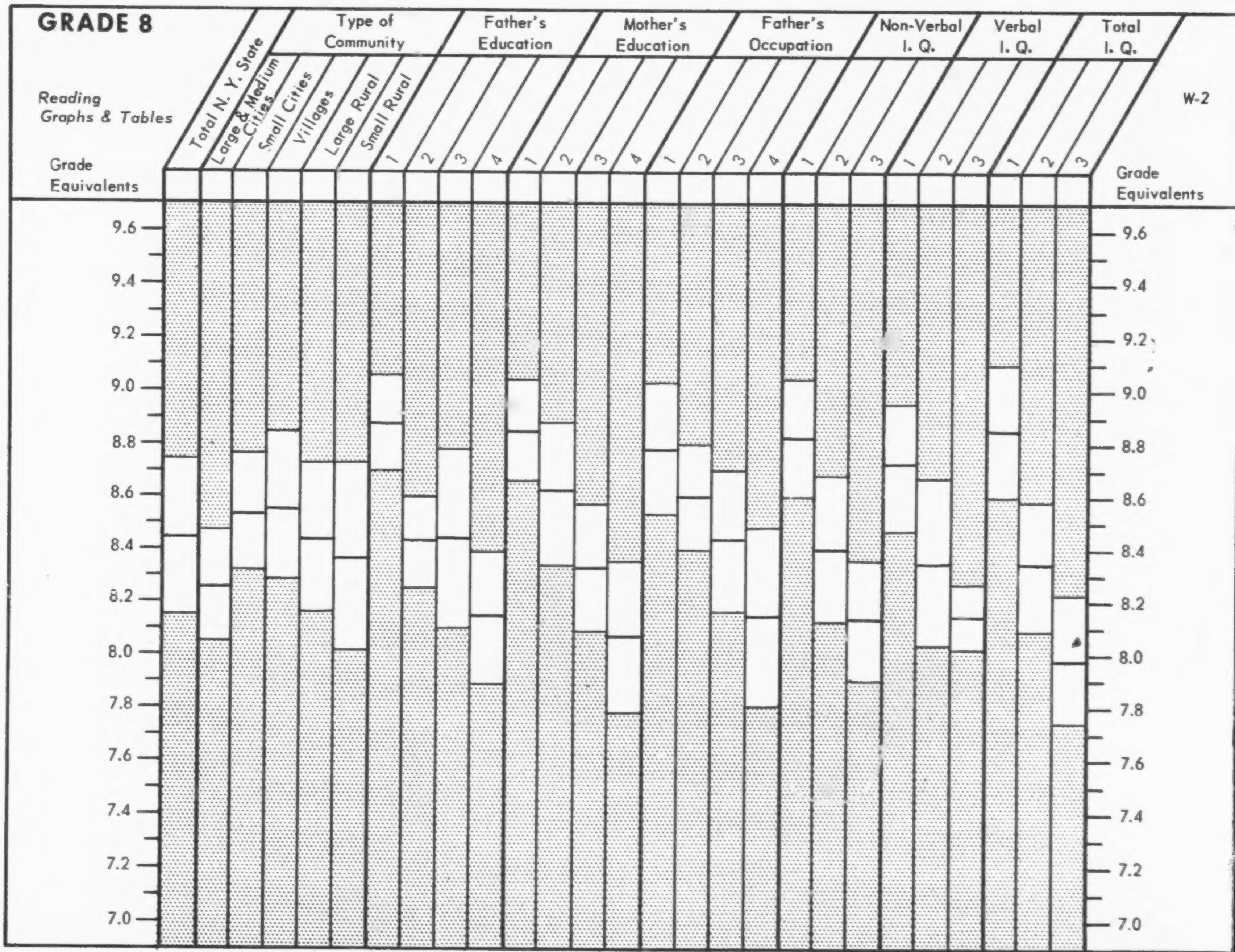
GRADE 8
Reading Graphs & Tables
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
W-2
Grade Equivalents
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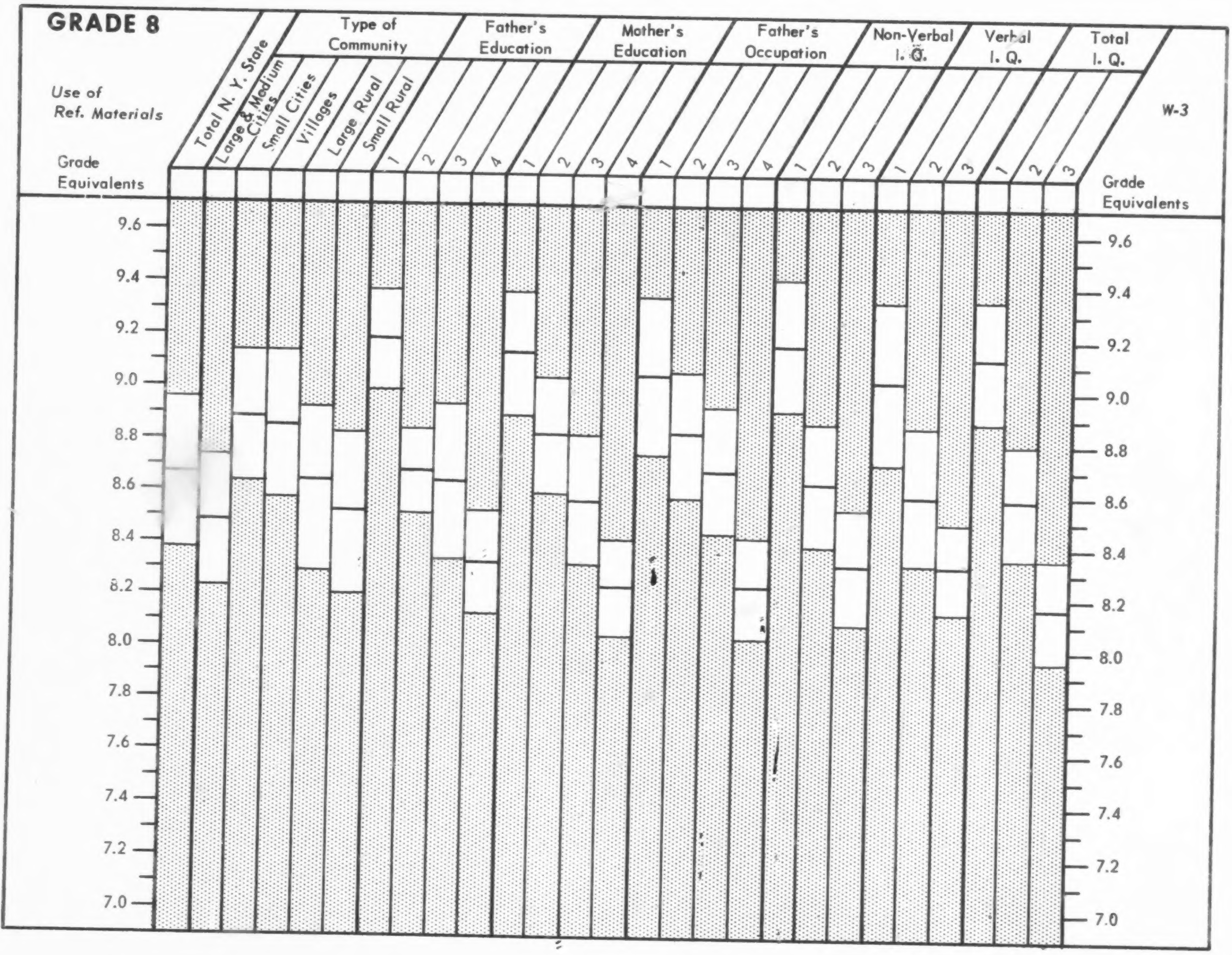
GRADE 8
Use of Ref. Materials
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
Mother's Education
Father's Occupation
Non-Verbal I. Q.
Verbal I. Q.
Total I. Q.
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W-3
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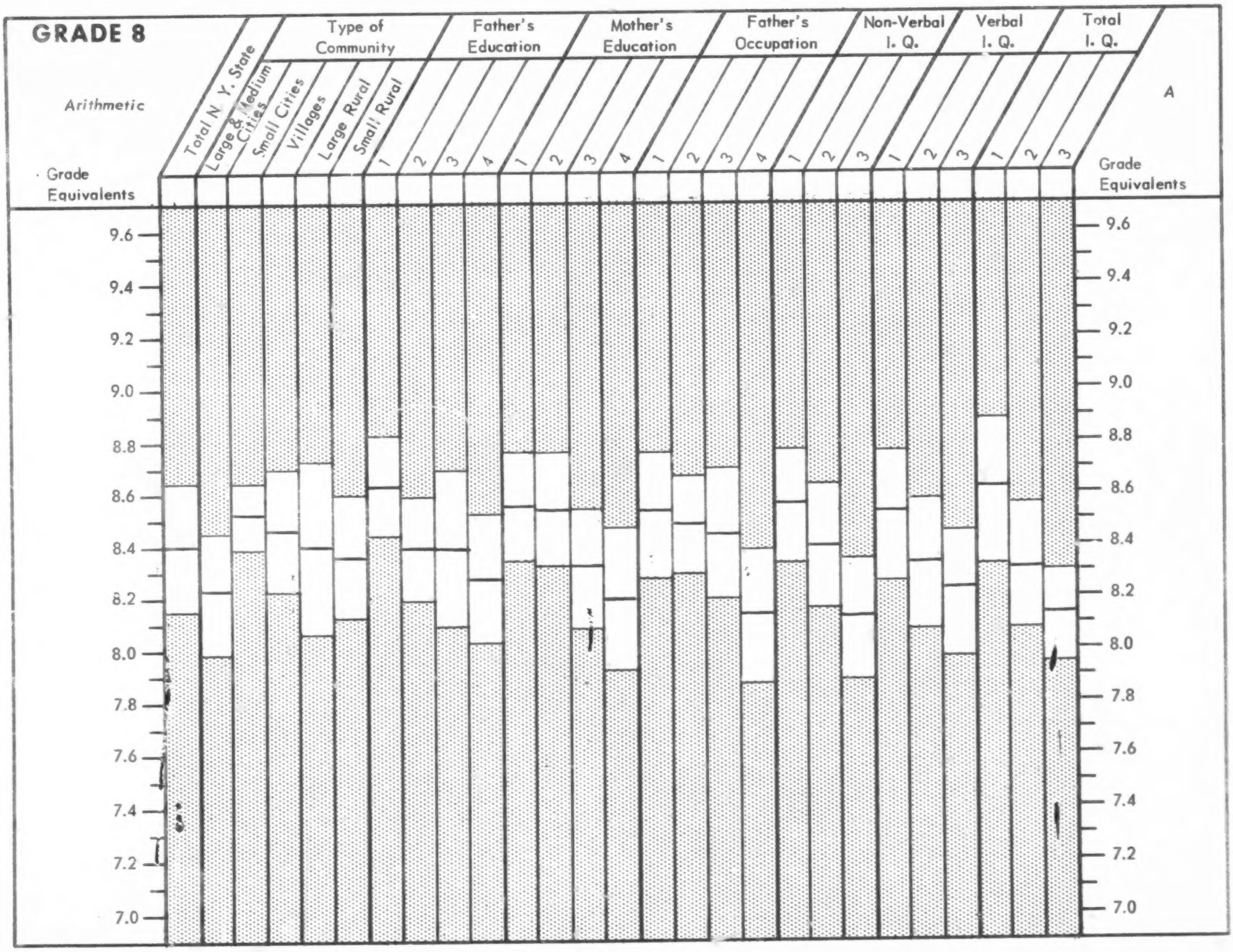
GRADE 8
Arithmetic
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
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3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
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4
Non-Verbal I. Q.
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Verbal I. Q.
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Total I. Q.
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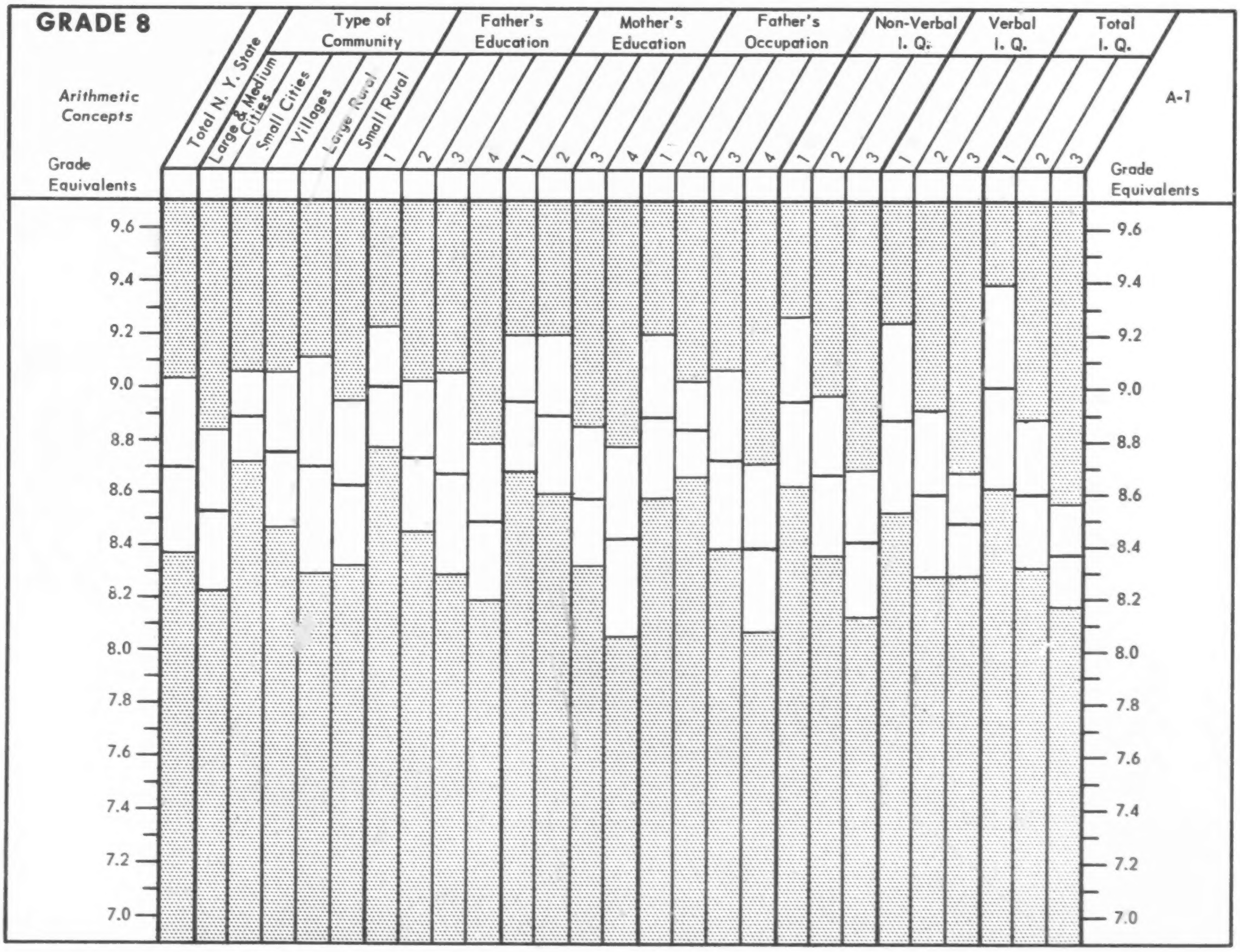
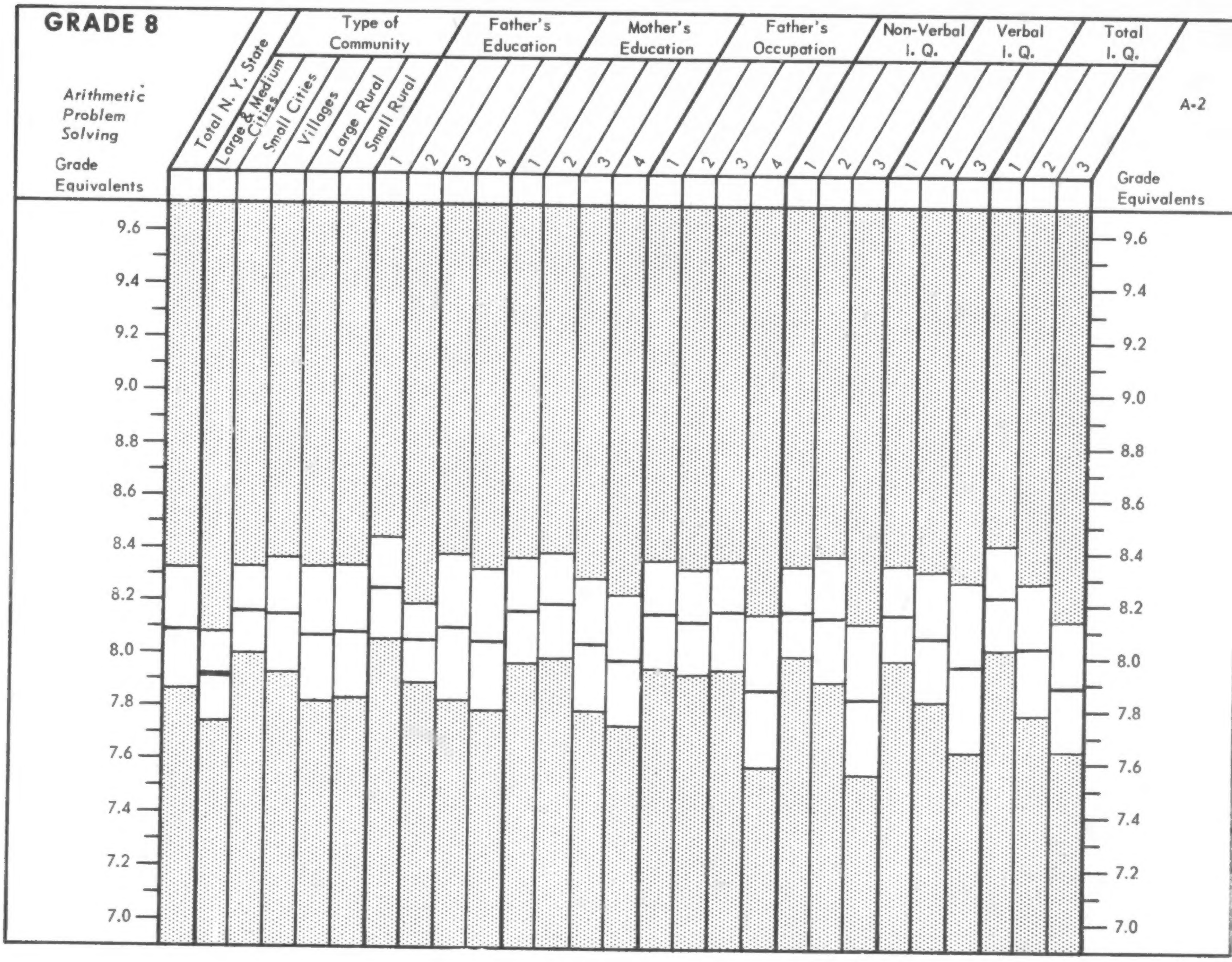
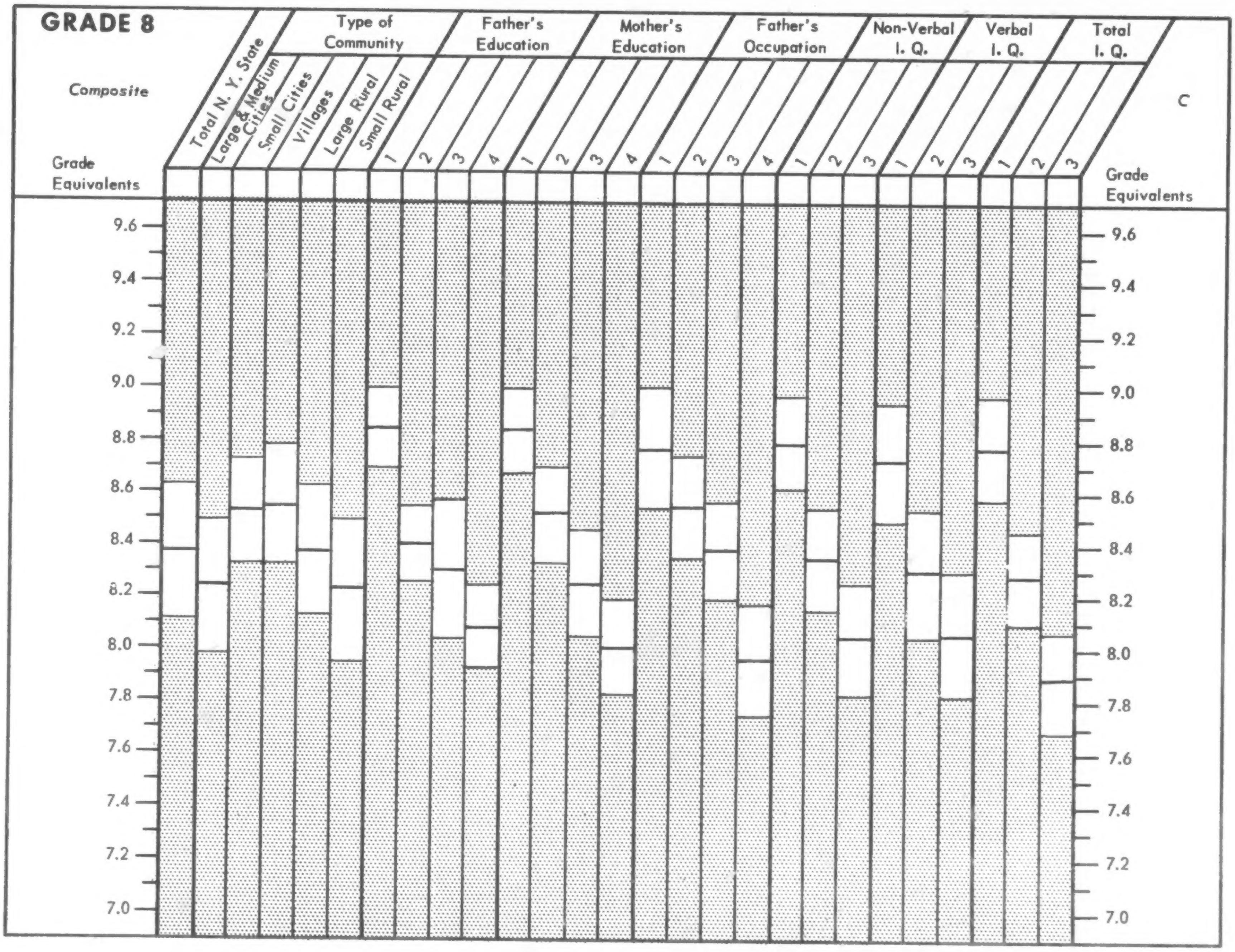

GRADE 8
Arithmetic Concepts
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
A-1
Grade Equivalents
9.6
9.4
9.2
9.0
8.8
8.6
8.4
8.2
8.0
7.8
7.6
7.4
7.2
7.0


GRADE 8
Arithmetic Problem Solving
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
A-2
Grade Equivalents
9.6
9.4
9.2
9.0
8.8
8.6
8.4
8.2
8.0
7.8
7.6
7.4
7.2
7.0


GRADE 8
Composite
Grade Equivalents
Total N. Y. State
Type of Community
Large & Medium Cities
Small Cities
Villages
Large Rural
Small Rural
Father's Education
1
2
3
4
Mother's Education
1
2
3
4
Father's Occupation
1
2
3
4
Non-Verbal I. Q.
1
2
3
Verbal I. Q.
1
2
3
Total I. Q.
1
2
3
C
Grade Equivalents
9.6
9.4
9.2
9.0
8.8
8.6
8.4
8.2
8.0
7.8
7.6
7.4
7.2
7.0

Appendix D

Section I, Grade 8

Community Type Tables

Grade 8 **SYSTEM MEAN SCORE** ________ VOCABULARY

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.90	9.08	9.26	----	----	----	----	----	----
	2	8.36	8.58	8.80	8.25	8.35	8.45	8.44	8.51	8.58	8.35	8.46	8.57	----	----	----
	3	7.97	8.07	8.17	----	----	----	8.19	8.29	8.39	7.90	8.14	8.38	7.85	8.23	8.61
	4	----	----	----	----	----	----	----	----	----	7.90	8.11	8.32	7.65	7.85	8.05
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.82	9.06	9.30	----	----	----	----	----	----
	2	----	----	----	8.37	8.40	8.43	8.48	8.63	8.78	8.36	8.47	8.58	8.21	8.43	8.65
	3	8.03	8.17	8.31	----	----	----	8.17	8.28	8.39	8.05	8.22	8.39	7.77	8.13	8.49
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.59	7.78	7.97
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.80	9.06	9.32	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.60	8.77	8.94	----	----	----	----	----	----
	3	8.06	8.19	8.32	8.27	8.38	8.49	8.22	8.33	8.44	8.18	8.35	8.52	8.05	8.34	8.63
	4	----	----	----	----	----	----	----	----	----	7.69	7.94	8.19	7.50	7.78	8.06
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.24	8.34	8.44	8.24	8.44	8.64	8.02	8.28	8.54	8.01	8.25	8.49
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.50	7.72	7.94
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.24	8.34	8.44	8.30	8.53	8.76	7.89	8.19	8.49	7.71	7.98	8.25
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.70	8.01	8.32
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.86	9.09	8.32	----	----	----	8.52	8.78	9.04
	2	----	----	----	8.24	8.34	8.44	8.24	8.43	8.62	7.96	8.16	8.36	7.81	8.09	8.37
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.55	7.78	8.01
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

READING

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.81	8.94	9.07	----	----	----	----	----	----
	2	8.11	8.33	8.55	8.12	8.25	8.38	8.28	8.35	8.42	8.16	8.32	8.48	----	----	----
	3	7.90	7.94	7.98	----	----	----	8.10	8.23	8.36	7.88	8.21	8.54	7.97	8.30	8.63
	4	----	----	----	----	----	----	----	----	----	7.87	8.05	8.23	7.78	7.94	8.10
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.75	8.92	9.09	----	----	----	----	----	----
	2	----	----	----	8.17	8.25	8.33	8.35	8.52	8.69	8.24	8.42	8.60	8.09	8.39	8.69
	3	7.92	8.00	8.08	----	----	----	8.06	8.17	8.28	7.95	8.13	8.31	7.90	8.19	8.48
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.75	7.88	8.01
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.77	8.95	9.13	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.43	8.61	8.79	----	----	----	----	----	----
	3	7.94	8.01	8.08	8.16	8.31	8.46	8.09	8.22	8.35	8.09	8.31	8.53	8.10	8.36	8.62
	4	----	----	----	----	----	----	----	----	----	7.65	7.87	8.09	7.67	7.90	8.13
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.14	8.28	8.42	8.10	8.28	8.46	8.00	8.27	8.54	7.94	8.20	8.46
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.71	7.84	7.97
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.14	8.28	8.42	8.17	8.38	8.59	7.86	8.17	8.48	7.92	8.14	8.36
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.66	7.88	8.10
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.72	8.93	9.14	----	----	----	8.53	8.72	8.91
	2	----	----	----	8.14	8.28	8.42	8.13	8.30	8.47	7.92	8.13	8.34	7.95	8.15	8.35
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.63	7.69	7.75
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

LANGUAGE

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.66	8.81	8.96	----	----	----	----	----	----
	2	8.14	8.47	8.80	8.17	8.32	8.47	8.07	8.21	8.35	8.25	8.48	8.71	----	----	----
	3	7.81	7.91	8.01	----	----	----	8.03	8.15	8.27	8.06	8.22	8.60	7.65	8.09	8.53
	4	----	----	----	----	----	----	----	----	----	7.91	8.06	8.21	7.68	7.94	8.20
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.56	8.73	8.90	----	----	----	----	----	----
	2	----	----	----	8.10	8.22	8.34	8.20	8.44	8.68	8.28	8.49	8.70	7.88	8.24	8.60
	3	7.86	7.98	8.10	----	----	----	8.00	8.08	8.16	8.09	8.31	8.53	7.65	8.05	8.45
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.67	7.93	8.19
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.54	8.73	8.92	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.36	8.58	8.80	----	----	----	----	----	----
	3	7.89	7.99	8.09	8.22	8.39	8.56	7.99	8.11	8.23	8.23	8.45	8.67	8.10	8.36	8.62
	4	----	----	----	----	----	----	----	----	----	7.75	7.92	8.09	7.37	7.70	8.03
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.13	8.29	8.45	8.01	8.19	8.37	8.06	8.32	8.58	7.79	8.09	8.39
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.43	7.75	8.07
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.13	8.29	8.45	8.11	8.31	8.51	7.95	8.22	8.49	7.87	8.09	8.31
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.31	7.70	8.09
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.46	8.68	8.90	----	----	----	8.45	8.74	9.03
	2	----	----	----	8.13	8.29	8.45	8.02	8.19	8.36	7.98	8.17	8.36	7.97	8.19	8.41
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.20	7.44	7.68
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

LANGUAGE SUB-1
Spelling

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.62	8.79	8.96	----	----	----	----	----	----
	2	8.26	8.57	8.88	8.23	8.33	8.43	8.27	8.37	8.47	8.19	8.37	8.55	----	----	----
	3	7.95	8.02	8.09	----	----	----	7.95	8.09	8.23	7.93	8.18	8.43	7.70	8.07	8.44
	4	----	----	----	----	----	----	----	----	----	7.77	7.94	8.11	7.54	7.83	8.12
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.63	8.77	8.91	----	----	----	----	----	----
	2	----	----	----	8.20	8.29	8.38	8.28	8.48	8.68	8.22	8.40	8.58	7.80	8.14	8.48
	3	7.99	8.11	8.23	----	----	----	7.87	7.97	8.07	7.96	8.13	8.30	7.74	8.08	8.42
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.52	7.81	8.10
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.63	8.78	8.93	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.36	8.57	8.78	----	----	----	----	----	----
	3	8.06	8.11	8.21	8.24	8.34	8.44	7.96	8.10	8.24	8.11	8.30	8.49	8.10	8.31	8.52
	4	----	----	----	----	----	----	----	----	----	7.63	7.81	7.99	7.31	7.64	7.97
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.22	8.33	8.44	8.04	8.24	8.44	7.95	8.18	8.41	7.75	8.08	8.41
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.33	7.64	7.95
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.22	8.33	8.44	8.10	8.31	8.52	7.84	8.10	8.36	7.81	8.05	8.29
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.18	7.58	7.98
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.46	8.68	8.90	----	----	----	8.34	8.60	8.86
	2	----	----	----	8.22	8.33	8.44	8.00	8.21	8.42	7.90	8.08	8.26	7.92	8.15	8.38
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.16	7.37	7.58
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

LANGUAGE SUB-2
Capitalization

Grade 8

SYSTEM MEAN SCORE ________

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.79	9.01	9.23	----	----	----	----	----	----
	2	8.41	8.72	9.03	8.31	8.57	8.83	8.23	8.43	8.63	8.57	8.86	9.15	----	----	----
	3	7.82	8.08	8.34	----	----	----	8.28	8.41	8.54	8.35	8.64	8.93	7.82	8.34	8.86
	4	----	----	----	----	----	----	----	----	----	8.22	8.36	8.50	7.93	8.28	8.63
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.60	8.86	9.12	----	----	----	----	----	----
	2	----	----	----	8.17	8.38	8.59	8.44	8.72	9.00	8.56	8.80	9.04	8.01	8.43	8.85
	3	7.91	8.16	8.41	----	----	----	8.17	8.30	8.43	8.44	8.72	9.00	7.89	8.34	8.79
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.85	8.25	8.65
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.53	8.79	9.05	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.63	8.91	9.19	----	----	----	----	----	----
	3	7.98	8.21	8.44	8.36	8.63	8.90	8.20	8.35	8.50	8.59	8.83	9.07	8.34	8.67	9.00
	4	----	----	----	----	----	----	----	----	----	7.99	8.19	8.39	7.54	7.98	8.42
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.25	8.50	8.75	8.15	8.39	8.63	8.32	8.59	8.86	7.95	8.35	8.75
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.71	8.09	8.47
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.25	8.50	8.75	8.24	8.52	8.80	8.20	8.48	8.76	8.13	8.41	8.69
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.47	7.98	8.49
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.68	8.83	8.98	----	----	----	8.63	9.00	9.37
	2	----	----	----	8.25	8.50	8.75	8.17	8.41	8.65	8.25	8.48	8.71	8.22	8.49	8.76
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.34	7.66	7.98
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

LANGUAGE SUB-3
Punctuation

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.39	8.57	8.75	----	----	----	----	----	----
	2	7.86	8.29	8.72	7.95	8.15	8.35	7.67	7.92	8.17	8.01	8.29	8.57	----	----	----
	3	7.63	7.76	7.89	----	----	----	7.78	7.96	8.14	7.91	8.25	8.59	7.42	7.97	8.52
	4	----	----	----	----	----	----	----	----	----	7.82	7.98	8.14	7.55	7.88	8.21
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.22	8.43	8.64	----	----	----	----	----	----
	2	----	----	----	7.82	7.97	8.12	7.88	8.21	8.54	8.04	8.31	8.58	7.63	8.04	8.45
	3	7.68	7.80	7.92	----	----	----	7.76	7.94	8.12	7.95	8.23	8.51	7.45	7.97	8.49
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.53	7.84	8.15
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.23	8.46	8.69	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.14	8.40	8.66	----	----	----	----	----	----
	3	7.69	7.80	7.91	8.07	8.27	8.47	7.70	7.89	8.08	8.03	8.31	8.59	7.98	8.31	8.64
	4	----	----	----	----	----	----	----	----	----	7.61	7.83	8.05	7.13	7.57	8.01
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	7.88	8.09	8.30	7.75	7.96	8.17	7.87	8.19	8.51	7.71	8.08	8.45
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.15	7.57	7.99
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	7.88	8.09	8.30	7.86	8.10	8.34	7.80	8.10	8.40	7.69	7.96	8.23
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.04	7.60	8.16
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.14	8.40	8.66	----	----	----	8.13	8.50	8.87
	2	----	----	----	7.88	8.09	8.30	7.77	7.98	8.19	7.82	8.05	8.28	7.84	8.11	8.38
	3	----	----	----	----	----	----	----	----	----	----	----	----	6.89	7.27	7.65
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

LANGUAGE SUB-4
Usage

Grade 8

SYSTEM MEAN SCORE ________

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.66	8.84	9.02	----	----	----	----	----	----
	2	7.99	8.30	8.61	8.15	8.25	8.35	7.96	8.11	8.26	8.16	8.41	8.66	----	----	----
	3	7.71	7.78	7.85	----	----	----	7.94	8.15	8.36	7.99	8.25	8.51	7.59	8.00	8.41
	4	----	----	----	----	----	----	----	----	----	7.82	7.98	8.14	7.56	7.78	8.00
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.62	8.84	9.06	----	----	----	----	----	----
	2	----	----	----	8.15	8.23	8.31	8.09	8.33	8.57	8.19	8.44	8.69	8.06	8.36	8.66
	3	7.75	7.86	7.97	----	----	----	7.95	8.10	8.25	7.98	8.17	8.36	7.48	7.83	8.18
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.59	7.81	8.03
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.69	8.90	9.11	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.23	8.43	8.63	----	----	----	----	----	----
	3	7.76	7.86	7.96	8.21	8.34	8.47	7.89	8.08	8.27	8.12	8.36	8.60	7.87	8.17	8.47
	4	----	----	----	----	----	----	----	----	----	7.72	7.86	8.00	7.35	7.62	7.89
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.10	8.24	8.38	7.96	8.17	8.38	8.04	8.32	8.60	7.64	7.88	8.12
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.43	7.71	7.99
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.10	8.24	8.38	8.08	8.30	8.52	7.90	8.20	8.50	7.64	7.92	8.20
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.45	7.64	7.83
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.51	8.81	9.11	----	----	----	8.61	8.86	9.11
	2	----	----	----	8.10	8.24	8.38	7.96	8.16	8.36	7.92	8.08	8.24	7.75	8.00	8.25
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.23	7.46	7.69
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

WORK SKILLS SUB-1
Map Reading

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.75	8.94	9.13	----	----	----	----	----	----
	2	8.17	8.42	8.67	8.24	8.43	8.62	8.37	8.53	8.69	8.29	8.46	8.63	----	----	----
	3	7.68	7.91	8.14	----	----	----	8.34	8.51	8.68	8.26	8.62	8.98	8.16	8.53	8.90
	4	----	----	----	----	----	----	----	----	----	8.07	8.24	8.41	7.95	8.14	8.33
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.57	8.81	9.05	----	----	----	----	----	----
	2	----	----	----	8.23	8.31	8.39	8.55	8.75	8.95	8.33	8.53	8.73	8.34	8.69	9.04
	3	7.78	8.00	8.22	----	----	----	8.23	8.42	8.61	8.39	8.59	8.79	8.03	8.33	8.63
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.92	8.12	8.32
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.56	8.81	9.06	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.65	8.84	9.03	----	----	----	----	----	----
	3	7.81	8.01	8.21	8.27	8.45	8.63	8.29	8.46	8.63	8.44	8.62	8.80	8.18	8.53	8.88
	4	----	----	----	----	----	----	----	----	----	7.76	7.98	8.20	7.91	8.15	8.39
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.31	8.36	8.41	8.27	8.48	8.69	8.25	8.55	8.85	7.93	8.18	8.43
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.92	8.16	8.40
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.31	8.36	8.41	8.32	8.55	8.78	8.07	8.42	8.77	7.96	8.24	8.52
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.08	8.21	8.34
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.57	8.77	8.97	----	----	----	8.57	8.84	9.11
	2	----	----	----	8.31	8.36	8.41	8.29	8.49	8.69	8.06	8.39	8.72	8.01	8.25	8.49
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.79	8.02	8.25
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8 **SYSTEM MEAN SCORE** ________ WORK SKILLS

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.89	9.06	9.23	----	----	----	----	----	----
	2	8.31	8.53	8.75	8.42	8.49	8.56	8.40	8.51	8.62	8.42	8.56	8.70	----	----	----
	3	7.96	8.08	8.20	----	----	----	8.32	8.49	8.66	8.27	8.59	8.91	8.23	8.58	8.93
	4	----	----	----	----	----	----	----	----	----	8.09	8.26	8.43	8.00	8.19	8.38
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.70	8.94	9.18	----	----	----	----	----	----
	2	----	----	----	8.48	8.48	8.48	8.56	8.76	8.96	8.45	8.62	8.79	8.45	8.78	9.11
	3	8.01	8.14	8.27	----	----	----	8.21	8.40	8.59	8.38	8.56	8.74	8.13	8.40	8.67
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.96	8.16	8.36
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.68	8.94	9.20	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.67	8.87	9.07	----	----	----	----	----	----
	3	8.05	8.17	8.29	8.45	8.55	8.65	8.28	8.45	8.62	8.49	8.66	8.83	8.28	8.60	8.92
	4	----	----	----	----	----	----	----	----	----	7.84	8.05	8.26	7.96	8.20	8.44
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.42	8.52	8.62	8.27	8.50	8.73	8.30	8.58	8.86	8.08	8.31	8.54
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.93	8.11	8.29
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.42	8.52	8.62	8.31	8.57	8.83	8.12	8.43	8.74	8.04	8.32	8.60
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.12	8.19	8.26
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.68	8.93	9.18	----	----	----	8.75	8.96	9.17
	2	----	----	----	8.42	8.52	8.62	8.29	8.51	8.73	8.14	8.41	8.68	8.14	8.34	8.54
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.83	8.00	8.17
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

WORK SKILLS SUB-2
Reading Graphs & Tables

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.79	8.96	9.13	----	----	----	----	----	----
	2	8.22	8.42	8.62	8.27	8.37	8.47	8.32	8.39	8.46	8.26	8.49	8.72	----	----	----
	3	8.03	8.10	8.17	----	----	----	8.08	8.32	8.56	8.16	8.49	8.82	8.16	8.57	8.98
	4	----	----	----	----	----	----	----	----	----	7.97	8.16	8.35	7.86	8.14	8.42
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.65	8.86	9.07	----	----	----	----	----	----
	2	----	----	----	8.38	8.44	8.50	8.40	8.62	8.84	8.35	8.58	8.81	8.35	8.76	9.17
	3	8.06	8.13	8.20	----	----	----	7.99	8.24	8.49	8.24	8.42	8.60	8.09	8.38	8.67
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.82	8.13	8.44
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.63	8.85	9.07	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.52	8.74	8.96	----	----	----	----	----	----
	3	8.07	8.14	8.21	8.27	8.37	8.47	8.08	8.30	8.52	8.32	8.55	8.78	8.18	8.55	8.92
	4	----	----	----	----	----	----	----	----	----	7.70	7.96	8.22	7.85	8.21	8.57
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.24	8.31	8.38	8.13	8.40	8.67	8.20	8.50	8.80	7.99	8.31	8.63
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.80	8.01	8.22
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	. 1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.24	8.31	8.38	8.16	8.46	8.76	7.98	8.30	8.62	7.90	8.28	8.66
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.01	8.08	8.15
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.57	8.83	9.09	----	----	----	8.59	8.88	9.17
	2	----	----	----	8.24	8.31	8.38	8.14	8.40	8.66	8.04	8.30	8.56	8.06	8.32	8.58
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.69	7.89	8.09
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

WORK SKILLS SUB-3
Use of Reference Materials

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	9.10	9.28	9.46	----	----	----	----	----	----
	2	8.55	8.74	8.93	8.60	8.66	8.72	8.49	8.62	8.75	8.51	8.72	8.93	----	----	----
	3	8.11	8.22	8.33	----	----	----	8.50	8.64	8.78	8.37	8.68	8.99	8.30	8.64	8.98
	4	----	----	----	----	----	----	----	----	----	8.21	8.38	8.55	8.10	8.30	8.50
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.88	9.16	9.44	----	----	----	----	----	----
	2	----	----	----	8.66	8.69	8.72	8.68	8.90	9.12	8.55	8.75	8.95	8.61	8.89	9.17
	3	8.17	8.30	8.43	----	----	----	8.39	8.55	8.71	8.45	8.68	8.91	8.23	8.50	8.77
	4	----	----	----	----	----	----	----	----	----	----	----	----	8.06	8.25	8.44
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.87	9.17	9.47	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.82	9.02	9.22	----	----	----	----	----	----
	3	8.22	8.35	8.48	8.57	8.81	9.05	8.43	8.58	8.73	8.59	8.80	9.01	8.45	8.74	9.03
	4	----	----	----	----	----	----	----	----	----	8.04	8.21	8.38	8.03	8.24	8.45
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.63	8.88	9.13	8.39	8.62	8.85	8.45	8.69	8.93	8.29	8.46	8.63
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.12	8.27	8.32
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.63	8.88	9.13	8.44	8.71	8.98	8.28	8.56	8.84	8.21	8.44	8.67
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.12	8.27	8.42
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.92	9.19	9.46	----	----	----	8.95	9.15	9.35
	2	----	----	----	8.63	8.88	9.13	8.41	8.63	8.85	8.32	8.55	8.78	8.29	8.45	8.61
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.93	8.09	8.25
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

ARITHMETIC

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.59	8.71	8.83	----	----	----	----	----	----
	2	8.09	8.35	8.61	8.32	8.42	8.52	8.14	8.35	8.56	8.22	8.44	8.66	----	----	----
	3	7.98	8.08	8.18	----	----	----	8.02	8.26	8.50	7.99	8.42	8.85	8.25	8.49	8.73
	4	----	----	----	----	----	----	----	----	----	7.90	8.14	8.38	8.07	8.31	8.55
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.39	8.57	8.75	----	----	----	----	----	----
	2	----	----	----	8.45	8.50	8.55	8.38	8.60	8.82	8.29	8.54	8.79	8.25	8.49	8.73
	3	7.99	8.08	8.17	----	----	----	8.02	8.20	8.38	8.04	8.34	8.64	8.19	8.40	8.61
	4	----	----	----	----	----	----	----	----	----	----	----	----	8.06	8.32	8.58
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.37	8.57	8.77	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.50	8.64	8.78	----	----	----	----	----	----
	3	8.00	8.08	8.16	8.35	8.49	8.63	8.04	8.28	8.52	8.30	8.55	8.80	8.37	8.59	8.81
	4	----	----	----	----	----	----	----	----	----	7.56	7.86	8.16	8.04	8.24	8.44
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.36	8.49	8.62	8.09	8.31	8.53	8.03	8.34	8.65	8.49	8.63	8.77
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.92	8.02	8.12
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.36	8.49	8.62	8.13	8.35	8.57	7.85	8.20	8.55	8.18	8.37	8.56
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.93	8.17	8.41
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.30	8.56	8.82	----	----	----	8.30	8.61	8.92
	2	----	----	----	8.36	8.49	8.62	8.10	8.31	8.52	7.84	8.17	8.50	8.20	8.39	8.58
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.91	8.07	8.23
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

MATH SUB-1
Arithmetic Concepts

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.92	9.07	9.22	----	----	----	----	----	----
	2	8.31	8.66	9.01	8.62	8.71	8.80	8.38	8.69	9.00	8.54	8.84	9.14	----	----	----
	3	8.23	8.38	8.53	----	----	----	8.23	8.50	8.77	8.15	8.71	9.27	8.48	8.80	9.12
	4	----	----	----	----	----	----	----	----	----	8.10	8.34	8.58	8.22	8.55	8.88
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.76	8.97	9.18	----	----	----	----	----	----
	2	----	----	----	8.80	8.86	8.92	8.63	8.91	9.19	8.61	8.95	9.29	8.47	8.81	9.15
	3	8.19	8.33	8.47	----	----	----	8.27	8.47	8.67	8.20	8.59	8.98	8.44	8.68	8.92
	4	----	----	----	----	----	----	----	----	----	----	----	----	8.21	8.58	8.95
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.75	8.98	9.21	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.86	8.97	9.08	----	----	----	----	----	----
	3	8.22	8.55	8.48	8.64	8.74	8.84	8.20	8.51	8.82	8.54	8.91	9.28	8.53	8.86	9.19
	4	----	----	----	----	----	----	----	----	----	7.74	8.02	8.30	8.26	8.54	8.82
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.65	8.77	8.89	8.36	8.62	8.88	8.22	8.59	8.96	8.55	8.84	9.13
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.14	8.37	8.60
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.65	8.77	8.89	8.40	8.66	8.92	8.06	8.45	8.84	8.31	8.61	8.91
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.27	8.48	8.69
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.53	8.92	9.31	----	----	----	8.56	9.00	9.44
	2	----	----	----	8.65	8.77	8.89	8.35	8.61	8.87	8.05	8.44	8.83	8.41	8.68	8.95
	3	----	----	----	----	----	----	----	----	----	----	----	----	8.14	8.34	8.54
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8

SYSTEM MEAN SCORE ________

MATH SUB-2
Arithmetic Problem Solv

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.18	8.35	8.52	----	----	----	----	----	----
	2	7.87	8.04	8.21	8.01	8.13	8.25	7.85	8.01	8.17	7.89	8.05	8.21	----	----	----
	3	7.75	7.79	7.83	----	----	----	7.78	8.02	8.26	7.83	8.13	8.43	7.89	8.17	8.45
	4	----	----	----	----	----	----	----	----	----	7.69	7.95	8.21	7.82	8.08	8.34
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	7.97	8.17	8.37	----	----	----	----	----	----
	2	----	----	----	8.01	8.15	8.29	8.10	8.30	8.50	7.93	8.12	8.31	8.00	8.19	8.38
	3	7.76	7.82	7.88	----	----	----	7.75	7.93	8.11	7.85	8.10	8.35	7.80	8.11	8.42
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.82	8.06	8.30
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	7.94	8.16	8.38	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.13	8.31	8.49	----	----	----	----	----	----
	3	7.77	7.82	7.87	8.06	8.24	8.42	7.82	8.04	8.26	8.06	8.19	8.32	8.10	8.32	8.54
	4	----	----	----	----	----	----	----	----	----	7.40	7.72	8.04	7.68	7.94	8.20
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.04	8.21	8.38	7.80	8.01	8.22	7.81	8.08	8.35	8.31	8.43	8.55
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.50	7.68	7.86
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.04	8.21	8.38	7.84	8.04	8.24	7.64	7.96	8.28	7.90	8.13	8.36
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.56	7.88	8.20
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.01	8.20	8.39	----	----	----	8.04	8.23	8.42
	2	----	----	----	8.04	8.21	8.38	7.81	8.01	8.21	7.60	7.90	8.20	7.84	8.10	8.36
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.59	7.80	8.01
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Grade 8 **SYSTEM MEAN SCORE** ________ COMPOSITE

Category		Large - Medium Cities			Small Cities			Villages			Large Rurals			Small Rurals		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Father's Educ.	1	----	----	----	----	----	----	8.80	8.92	9.04	----	----	----	----	----	----
	2	8.20	8.45	8.70	8.30	8.37	8.44	8.31	8.39	8.47	8.31	8.45	8.59	----	----	----
	3	7.96	8.02	8.08	----	----	----	8.14	8.28	8.42	8.03	8.34	8.65	8.02	8.34	8.66
	4	----	----	----	----	----	----	----	----	----	7.95	8.13	8.31	7.88	8.05	8.22
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Mother's Educ.	1	----	----	----	----	----	----	8.65	8.84	9.03	----	----	----	----	----	----
	2	----	----	----	8.37	8.37	8.37	8.41	8.59	8.77	8.35	8.51	8.67	8.21	8.47	8.73
	3	7.99	8.08	8.17	----	----	----	8.11	8.22	8.33	8.12	8.31	8.50	7.96	8.24	8.52
	4	----	----	----	----	----	----	----	----	----	----	----	----	7.86	8.02	8.18
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Father's Occup.	1	----	----	----	----	----	----	8.65	8.85	9.05	----	----	----	----	----	----
	2	----	----	----	----	----	----	8.53	8.69	8.85	----	----	----	----	----	----
	3	8.02	8.09	8.16	8.32	8.42	8.52	8.16	8.28	8.40	8.28	8.46	8.64	8.22	8.45	8.68
	4	----	----	----	----	----	----	----	----	----	7.71	7.93	8.15	7.75	7.97	8.19
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Non-Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.27	8.38	8.49	8.16	8.34	8.52	8.10	8.36	8.62	8.10	8.30	8.50
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.74	7.89	8.04
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Verbal I. Q.	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
	2	----	----	----	8.27	8.38	8.49	8.23	8.43	8.63	7.95	8.24	8.53	7.97	8.18	8.39
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.77	7.99	8.21
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4
Total I. Q.	1	----	----	----	----	----	----	8.62	8.84	9.06	----	----	----	8.61	8.76	8.91
	2	----	----	----	8.27	8.38	8.49	8.18	8.35	8.52	7.98	8.21	8.44	8.05	8.23	8.41
	3	----	----	----	----	----	----	----	----	----	----	----	----	7.67	7.80	7.93
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
		1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4	1	2	3 4

Appendix E

Section II, Grade 5

Total Sample Tables

GRADE 5

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		4.46				6.33			
Boys		4.37				6.32			
Girls		4.56				6.35			
Father's Ed.									
High		5.29				7.05			
Mid		4.54				6.13			
Low		3.77				5.64			
Mother's Ed.									
High		5.32				7.14			
Mid		4.56				6.18			
Low		3.66				5.51			
Father's Occp.									
High		5.35				7.07			
Mid		4.50				6.27			
Low		3.86				5.77			
Non Verbal IQ									
High		5.82				7.45			
Mid		4.95				6.39			
Low		3.75				5.47			
Verbal IQ									
High		6.23				7.46			
Mid		4.99				6.20			
Low		3.57				5.10			
Total IQ									
High		6.06				7.44			
Mid		4.93				6.31			
Low		3.58				5.20			

GRADE 5 READING

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.35				6.31			
Boys		4.20				6.21			
Girls		4.51				6.41			
Father's Ed.									
High		5.15				7.09			
Mid		4.37				6.24			
Low		3.86				5.51			
Mother's Ed.									
High		5.18				7.17			
Mid		4.37				6.28			
Low		3.78				5.43			
Father's Occp.									
High		5.18				7.12			
Mid		4.41				6.32			
Low		3.99				5.66			
Non Verbal IQ									
High		5.83				7.56			
Mid		4.88				6.50			
Low		3.84				5.33			
Verbal IQ									
High		6.27				7.70			
Mid		4.88				6.26			
Low		3.64				5.06			
Total IQ									
High		6.01				7.64			
Mid		4.84				6.37			
Low		3.62				5.11			

GRADE 5

LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		4.30				6.63			
Boys		3.99				6.22			
Girls		4.75				7.00			
Father's Ed.									
High		5.28				7.34			
Mid		4.37				6.55			
Low		3.79				5.75			
Mother's Ed.									
High		5.32				7.32			
Mid		4.42				6.65			
Low		3.65				5.61			
Father's Occp.									
High		5.33				7.38			
Mid		4.44				6.61			
Low		3.93				5.96			
Non Verbal IQ									
High		6.01				7.67			
Mid		4.88				6.77			
Low		3.71				5.46			
Verbal IQ									
High		6.36				7.75			
Mid		5.03				6.63			
Low		3.57				4.97			
Total IQ									
High		6.14				7.73			
Mid		4.82				6.67			
Low		3.56				5.15			

GRADE 5

LANGUAGE SUB-1
Spelling

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.03				6.71			
Boys		3.70				6.20			
Girls		4.51				7.10			
Father's Ed.									
High		4.93				7.39			
Mid		4.07				6.60			
Low		3.55				5.89			
Mother's Ed.									
High		4.98				7.44			
Mid		4.15				6.61			
Low		3.46				5.79			
Father's Occp.									
High		4.99				7.44			
Mid		4.18				6.62			
Low		3.68				6.05			
Non Verbal IQ									
High		5.70				7.79			
Mid		4.47				6.82			
Low		3.43				5.61			
Verbal IQ									
High		6.06				7.98			
Mid		4.71				6.67			
Low		3.14				5.05			
Total IQ									
High		5.85				8.01			
Mid		4.43				6.74			
Low		3.23				5.37			

GRADE 5

LANGUAGE SUB-2
Capitalization

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.24				6.80			
Boys		4.04				6.51			
Girls		4.51				7.04			
Father's Ed.									
High		5.07				7.45			
Mid		4.27				6.79			
Low		3.78				6.03			
Mother's Ed.									
High		4.98				7.50			
Mid		4.28				6.81			
Low		3.77				5.80			
Father's Occp.									
High		5.11				7.47			
Mid		4.32				6.85			
Low		3.98				6.16			
Non Verbal IQ									
High		5.80				7.86			
Mid		4.62				7.07			
Low		3.68				5.58			
Verbal IQ									
High		6.07				7.95			
Mid		4.78				7.03			
Low		3.52				5.12			
Total IQ									
High		5.78				7.85			
Mid		4.57				6.90			
Low		3.62				5.30			

GRADE 5

LANGUAGE SUB-3
Punctuation

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.24				6.78			
Boys		3.98				6.40			
Girls		4.68				7.12			
Father's Ed.									
High		5.14				7.43			
Mid		4.37				6.75			
Low		3.85				6.02			
Mother's Ed.									
High		5.24				7.46			
Mid		4.38				6.78			
Low		3.70				5.95			
Father's Occp.									
High		5.17				7.46			
Mid		4.44				6.83			
Low		3.96				6.15			
Non Verbal IQ									
High		6.01				7.92			
Mid		4.87				6.98			
Low		3.74				5.61			
Verbal IQ									
High		6.25				8.00			
Mid		4.95				7.01			
Low		3.58				5.38			
Total IQ									
High		6.14				7.90			
Mid		4.71				6.81			
Low		3.53				5.39			

GRADE 5

LANGUAGE SUB-4

Usage

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.09				6.90			
Boys		3.79				6.62			
Girls		4.60				7.14			
Father's Ed.									
High		5.58				7.54			
Mid		4.21				6.79			
Low		3.50				5.75			
Mother's Ed.									
High		5.62				7.58			
Mid		4.25				6.83			
Low		3.41				5.57			
Father's Occp.									
High		5.68				7.54			
Mid		4.34				6.85			
Low		3.60				5.99			
Non Verbal IQ									
High		6.13				7.80			
Mid		4.86				7.08			
Low		3.44				5.63			
Verbal IQ									
High		6.51				7.94			
Mid		5.07				6.99			
Low		3.29				5.04			
Total IQ									
High		6.33				7.90			
Mid		4.85				6.97			
Low		3.27				5.24			

GRADE 5

WORKSKILLS

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.48				6.33			
Boys		4.44				6.26			
Girls		4.56				6.36			
Father's Ed.									
High		5.19				6.98			
Mid		4.59				6.22			
Low		4.19				5.57			
Mother's Ed.									
High		5.23				7.01			
Mid		4.56				6.23			
Low		4.10				5.46			
Father's Occp.									
High		5.22				7.03			
Mid		4.60				6.25			
Low		4.25				5.68			
Non Verbal IQ									
High		6.14				7.46			
Mid		5.06				6.49			
Low		4.16				5.30			
Verbal IQ									
High		6.21				7.46			
Mid		5.01				6.31			
Low		4.11				5.13			
Total IQ									
High		6.14				7.46			
Mid		4.92				6.33			
Low		3.97				5.07			

GRADE 5

WORK SKILLS SUB-1
Map Reading

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.60				6.41			
Boys		4.63				6.43			
Girls		4.57				6.29			
Father's Ed.									
High		5.23				6.99			
Mid		4.63				6.24			
Low		4.28				5.61			
Mother's Ed.									
High		5.33				7.01			
Mid		4.64				6.27			
Low		4.18				5.56			
Father's Occp.									
High		5.26				7.03			
Mid		4.77				6.39			
Low		4.27				5.84			
Non Verbal IQ									
High		5.95				7.56			
Mid		5.05				6.61			
Low		4.08				5.51			
Verbal IQ									
High		6.09				7.51			
Mid		4.97				6.48			
Low		4.19				5.42			
Total IQ									
High		5.94				7.51			
Mid		4.90				6.35			
Low		3.97				5.26			

GRADE 5

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.28				6.32			
Boys		4.26				6.29			
Girls		4.29				6.36			
Father's Ed.									
High		5.15				7.37			
Mid		4.31				6.23			
Low		3.83				5.73			
Mother's Ed.									
High		5.24				7.40			
Mid		4.32				6.27			
Low		3.66				5.48			
Father's Occp.									
High		5.20				7.27			
Mid		4.37				6.28			
Low		3.92				5.87			
Non Verbal IQ									
High		6.11				7.82			
Mid		4.98				6.57			
Low		3.73				5.33			
Verbal IQ									
High		6.24				7.85			
Mid		4.98				6.46			
Low		3.71				5.31			
Total IQ									
High		6.18				7.84			
Mid		4.71				6.31			
Low		3.64				5.25			

GRADE 5

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		4.54				6.40			
Boys		4.38				6.14			
Girls		4.67				6.60			
Father's Ed.									
High		5.15				7.03			
Mid		4.52				6.29			
Low		4.14				5.66			
Mother's Ed.									
High		5.13				7.02			
Mid		4.52				6.30			
Low		4.09				5.58			
Father's Occp.									
High		5.17				7.07			
Mid		4.54				6.35			
Low		4.22				5.79			
Non Verbal IQ									
High		5.88				7.43			
Mid		4.91				6.55			
Low		4.08				5.45			
Verbal IQ									
High		6.10				7.49			
Mid		4.95				6.41			
Low		3.99				5.26			
Total IQ									
High		5.94				7.43			
Mid		4.78				6.37			
Low		3.86				5.20			

GRADE 5 ARITHMETIC

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.44				6.03			
Boys		4.39				5.99			
Girls		4.45				6.01			
Father's Ed.									
High		4.97				6.47			
Mid		4.49				5.97			
Low		4.07				5.49			
Mother's Ed.									
High		5.05				6.55			
Mid		4.45				5.96			
Low		4.04				5.41			
Father's Occp.									
High		5.01				6.49			
Mid		4.54				6.02			
Low		4.15				5.55			
Non Verbal IQ									
High		5.67				6.89			
Mid		4.84				6.07			
Low		4.01				5.18			
Verbal IQ									
High		5.80				6.86			
Mid		4.81				6.08			
Low		3.95				5.08			
Total IQ									
High		5.68				6.86			
Mid		4.67				5.96			
Low		3.86				5.08			

GRADE 5

MATH. SUB-1
Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		4.46				6.33			
Boys		4.50				6.27			
Girls		4.47				6.32			
Father's Ed.									
High		5.26				6.81			
Mid		4.65				6.25			
Low		4.13				5.68			
Mother's Ed.									
High		5.29				6.84			
Mid		4.57				6.20			
Low		4.09				5.58			
Father's Occp.									
High		5.16				6.80			
Mid		4.70				6.31			
Low		4.32				5.83			
Non Verbal IQ									
High		6.05				7.18			
Mid		5.08				6.45			
Low		4.11				5.41			
Verbal IQ									
High		6.07				7.15			
Mid		5.04				6.37			
Low		4.11				5.25			
Total IQ									
High		6.05				7.14			
Mid		4.87				6.22			
Low		4.04				5.22			

GRADE 5

MATH - SUB-2
Arithmetic Problem Solving

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		4.18				5.82			
Boys		4.09				5.75			
Girls		4.42				5.90			
Father's Ed.									
High		4.89				6.20			
Mid		4.21				5.79			
Low		3.76				5.53			
Mother's Ed.									
High		4.80				6.12			
Mid		4.21				5.81			
Low		3.96				5.35			
Father's Occp.									
High		4.89				6.21			
Mid		4.27				5.83			
Low		3.80				5.59			
Non Verbal IQ									
High		5.23				6.64			
Mid		4.53				5.89			
Low		3.69				5.16			
Verbal IQ									
High		5.38				6.70			
Mid		4.70				5.90			
Low		3.54				5.02			
Total IQ									
High		5.29				6.72			
Mid		4.33				5.77			
Low		3.52				5.06			

GRADE 5

COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		4.46				6.24			
Boys		4.35				6.13			
Girls		4.59				6.37			
Father's Ed.									
High		5.25				6.94			
Mid		4.54				6.18			
Low		3.99				5.53			
Mother's Ed.									
High		5.28				6.93			
Mid		4.51				6.20			
Low		3.92				5.41			
Father's Occp.									
High		5.30				6.97			
Mid		4.59				6.25			
Low		4.11				5.64			
Non Verbal IQ									
High		6.00				7.32			
Mid		4.97				6.36			
Low		4.07				5.22			
Verbal IQ									
High		6.34				7.40			
Mid		5.05				6.23			
Low		3.87				4.90			
Total IQ									
High		6.18				7.36			
Mid		4.92				6.22			
Low		3.85				5.01			

Appendix F

Section II, Grade 5

Large-Medium Cities Tables

LARGE-MEDIUM CITIES

GRADE 5 VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.06				6.91			
Mid		4.24				6.03			
Low		3.61				5.50			
Mother's Ed.									
High		5.12				6.95			
Mid		4.17				6.01			
Low		3.53				5.42			
Father's Occp.									
High		5.22				7.08			
Mid		4.34				6.13			
Low		3.74				5.52			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.92				6.94			
Mid		4.23				5.98			
Low		3.70				5.41			
Mother's Ed.									
High		5.06				6.98			
Mid		4.18				6.10			
Low		3.70				5.34			
Father's Occp.									
High		5.01				7.03			
Mid		4.31				6.12			
Low		3.82				5.46			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficent data

LARGE-MEDIUM CITIES

GRADE 5 LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.05				7.13			
Mid		4.15				6.36			
Low		3.69				5.54			
Mother's Ed.									
High		5.13				7.28			
Mid		4.18				6.36			
Low		3.61				5.43			
Father's Occp.									
High		5.22				7.20			
Mid		4.30				6.46			
Low		3.69				5.65			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.64				7.25			
Mid		3.87				6.46			
Low		3.37				5.78			
Mother's Ed.									
High		4.68				7.28			
Mid		3.98				6.46			
Low		3.34				5.77			
Father's Occp.									
High		4.87				7.35			
Mid		4.06				6.50			
Low		3.42				5.84			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.76				7.32			
Mid		4.20				6.41			
Low		3.69				5.76			
Mother's Ed.									
High		4.78				7.42			
Mid		4.08				6.54			
Low		3.70				5.60			
Father's Occp.									
High		4.84				7.38			
Mid		4.26				6.53			
Low		3.78				5.74			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.88				7.29			
Mid		4.21				6.51			
Low		3.59				5.74			
Mother's Ed.									
High		5.06				7.35			
Mid		4.19				6.53			
Low		3.55				5.66			
Father's Occp.									
High		5.06				7.36			
Mid		4.30				6.62			
Low		3.74				5.85			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.37				7.46			
Mid		4.05				6.53			
Low		3.44				5.50			
Mother's Ed.									
High		5.50				7.55			
Mid		4.06				6.55			
Low		3.39				5.43			
Father's Occp.									
High		5.57				7.51			
Mid		4.22				6.70			
Low		3.45				5.71			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

WORKSKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.00				6.85			
Mid		4.35				5.93			
Low		4.09				5.27			
Mother's Ed.									
High		5.02				6.94			
Mid		4.37				5.97			
Low		3.94				5.19			
Father's Occp.									
High		5.14				6.93			
Mid		4.44				6.05			
Low		4.04				5.36			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.04				6.81			
Mid		4.51				5.96			
Low		4.15				5.51			
Mother's Ed.									
High		5.02				6.89			
Mid		4.56				6.04			
Low		4.11				5.41			
Father's Occp.									
High		5.16				6.89			
Mid		4.56				6.02			
Low		4.11				5.43			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.78				7.16			
Mid		4.08				6.04			
Low		3.54				5.46			
Mother's Ed.									
High		4.92				7.20			
Mid		4.07				6.06			
Low		3.57				5.22			
Father's Occp.									
High		5.06				7.09			
Mid		4.32				6.12			
Low		3.72				5.53			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.89				6.94			
Mid		4.37				6.07			
Low		4.01				5.41			
Mother's Ed.									
High		5.01				6.92			
Mid		4.37				6.10			
Low		3.95				5.34			
Father's Occp.									
High		5.06				6.96			
Mid		4.40				6.16			
Low		4.11				5.56			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.77				6.37			
Mid		4.29				5.80			
Low		3.98				5.29			
Mother's Ed.									
High		4.80				6.35			
Mid		4.28				5.78			
Low		3.98				5.28			
Father's Occp.									
High		4.91				6.40			
Mid		4.38				5.84			
Low		3.97				5.36			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*** Insufficient data**

LARGE-MEDIUM CITIES

GRADE 5

MATH. SUB-1
Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.07				6.68			
Mid		4.39				5.99			
Low		4.01				5.44			
Mother's Ed.									
High		5.12				6.74			
Mid		4.37				5.97			
Low		4.00				5.40			
Father's Occp.									
High		5.03				6.70			
Mid		4.50				6.10			
Low		4.12				5.56			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

MATH. SUB-2
Arithmetic Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.71				6.14			
Mid		4.14				5.69			
Low		3.81				5.33			
Mother's Ed.									
High		4.78				6.15			
Mid		4.17				5.67			
Low		3.73				5.34			
Father's Occp.									
High		4.82				6.16			
Mid		4.20				5.77			
Low		3.80				5.31			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 5

COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.03				6.79			
Mid		4.34				5.90			
Low		3.88				5.33			
Mother's Ed.									
High		5.09				6.85			
Mid		4.34				5.93			
Low		3.84				5.27			
Father's Occp.									
High		5.14				6.81			
Mid		4.40				6.01			
Low		3.94				5.36			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

Appendix G

Section II, Grade 5

Small Cities Tables

SMALL CITIES

GRADE 5 VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.43				7.23			
Mid		4.43				6.18			
Low		3.86				5.68			
Mother's Ed.									
High		5.44				7.26			
Mid		4.52				6.25			
Low		3.76				5.43			
Father's Occp.									
High		5.38				7.20			
Mid		4.59				6.34			
Low		4.07				5.81			
Non Verbal IQ									
High		5.90				7.42			
Mid		4.79				6.40			
Low		3.70				5.45			
Verbal IQ									
High		6.23				7.46			
Mid		4.94				6.13			
Low		3.48				5.03			
Total IQ									
High		6.03				7.34			
Mid		4.75				6.23			
Low		3.60				5.19			

SMALL CITIES

GRADE 5

READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.30				7.21			
Mid		4.37				6.22			
Low		3.78				5.54			
Mother's Ed.									
High		5.23				7.19			
Mid		4.38				6.29			
Low		3.66				5.36			
Father's Occp.									
High		5.23				7.24			
Mid		4.42				6.30			
Low		4.01				5.63			
Non Verbal IQ									
High		5.79				7.53			
Mid		4.60				6.40			
Low		3.60				5.24			
Verbal IQ									
High		6.31				7.78			
Mid		4.80				6.19			
Low		3.40				4.81			
Total IQ									
High		6.04				7.64			
Mid		4.64				6.20			
Low		3.47				4.94			

SMALL CITIES

GRADE 5 LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.33				7.33			
Mid		4.22				6.38			
Low		3.74				5.70			
Mother's Ed.									
High		5.27				7.35			
Mid		4.31				6.54			
Low		3.54				5.52			
Father's Occp.									
High		5.29				7.34			
Mid		4.26				6.45			
Low		3.83				5.87			
Non Verbal IQ									
High		5.91				7.50			
Mid		4.66				6.58			
Low		3.57				5.21			
Verbal IQ									
High		6.29				7.69			
Mid		4.77				6.45			
Low		3.51				4.81			
Total IQ									
High		6.03				7.58			
Mid		4.58				6.42			
Low		3.45				4.98			

SMALL CITIES

GRADE 5

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.03				7.44			
Mid		3.96				6.46			
Low		3.44				5.75			
Mother's Ed.									
High		4.99				7.51			
Mid		4.05				6.54			
Low		3.32				5.46			
Father's Occp.									
High		5.03				7.45			
Mid		3.93				6.55			
Low		3.54				6.02			
Non Verbal IQ									
High		5.60				7.65			
Mid		4.38				6.73			
Low		3.21				5.39			
Verbal IQ									
High		6.12				7.91			
Mid		4.52				6.42			
Low		2.97				4.73			
Total IQ									
High		5.70				7.68			
Mid		4.29				6.55			
Low		3.09				5.12			

SMALL CITIES

GRADE 5

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.95				7.43			
Mid		4.19				6.45			
Low		3.74				5.91			
Mother's Ed.									
High		4.85				7.40			
Mid		4.13				6.52			
Low		3.65				5.50			
Father's Occp.									
High		4.88				7.38			
Mid		4.08				6.55			
Low		3.92				5.92			
Non Verbal IQ									
High		5.64				7.70			
Mid		4.38				6.56			
Low		3.57				5.31			
Verbal IQ									
High		5.84				7.79			
Mid		4.49				6.47			
Low		3.47				4.98			
Total IQ									
High		5.55				7.66			
Mid		4.29				6.43			
Low		3.42				5.20			

SMALL CITIES

GRADE 5

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.14				7.41			
Mid		4.34				6.63			
Low		3.66				6.02			
Mother's Ed.									
High		5.11				7.41			
Mid		4.27				6.76			
Low		3.50				5.61			
Father's Occp.									
High		5.09				7.41			
Mid		4.22				6.74			
Low		3.93				6.13			
Non Verbal IQ									
High		5.96				7.83			
Mid		4.71				6.67			
Low		3.58				5.43			
Verbal IQ									
High		6.13				7.93			
Mid		4.59				6.58			
Low		3.43				5.20			
Total IQ									
High		5.98				7.75			
Mid		4.49				6.66			
Low		3.44				5.22			

SMALL CITIES

GRADE 5

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.64				7.58			
Mid		3.98				6.73			
Low		3.26				5.83			
Mother's Ed.									
High		5.60				7.60			
Mid		4.09				6.97			
Low		3.07				5.56			
Father's Occp.									
High		5.68				7.60			
Mid		4.28				6.76			
Low		3.39				5.93			
Non Verbal IQ									
High		6.09				7.80			
Mid		4.66				7.05			
Low		3.33				5.53			
Verbal IQ									
High		6.49				8.03			
Mid		4.88				6.90			
Low		3.02				4.97			
Total IQ									
High		6.30				7.86			
Mid		4.76				6.85			
Low		3.03				5.19			

SMALL CITIES

GRADE 5

WORKSKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.28				7.09			
Mid		4.51				6.18			
Low		4.22				5.66			
Mother's Ed.									
High		5.34				7.16			
Mid		4.59				6.22			
Low		4.06				5.34			
Father's Occp.									
High		5.30				7.15			
Mid		4.59				6.20			
Low		4.30				5.75			
Non Verbal IQ									
High		5.89				7.29			
Mid		4.82				6.23			
Low		4.01				5.07			
Verbal IQ									
High		6.10				7.43			
Mid		4.92				6.12			
Low		3.98				4.97			
Total IQ									
High		6.05				7.37			
Mid		4.82				6.15			
Low		4.00				4.98			

SMALL CITIES

GRADE 5

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.38				7.00			
Mid		4.75				6.31			
Low		4.30				5.82			
Mother's Ed.									
High		5.38				7.00			
Mid		4.67				6.26			
Low		4.18				5.65			
Father's Occp.									
High		5.37				7.00			
Mid		4.62				6.43			
Low		4.27				5.85			
Non Verbal IQ									
High		5.81				7.36			
Mid		4.95				6.15			
Low		3.99				5.30			
Verbal IQ									
High		5.98				7.37			
Mid		4.82				6.32			
Low		3.96				5.23			
Total IQ									
High		5.91				7.32			
Mid		4.85				6.17			
Low		3.94				5.17			

SMALL CITIES

GRADE 5

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.24				7.35			
Mid		4.27				6.25			
Low		3.93				5.75			
Mother's Ed.									
High		5.24				7.35			
Mid		4.34				6.30			
Low		3.76				5.35			
Father's Occp.									
High		5.22				7.34			
Mid		4.33				6.28			
Low		4.08				5.77			
Non Verbal IQ									
High		5.92				7.72			
Mid		4.62				6.45			
Low		3.66				5.12			
Verbal IQ									
High		5.15				7.80			
Mid		4.54				6.30			
Low		3.64				5.06			
Total IQ									
High		6.22				7.84			
Mid		4.48				6.29			
Low		3.67				5.16			

SMALL CITIES

GRADE 5

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.11				7.06			
Mid		4.46				6.21			
Low		4.22				5.76			
Mother's Ed.									
High		5.13				7.07			
Mid		4.52				6.29			
Low		4.14				5.54			
Father's Occp.									
High		5.07				7.07			
Mid		4.59				6.31			
Low		4.23				5.85			
Non Verbal IQ									
High		5.71				7.33			
Mid		4.72				6.38			
Low		4.04				5.29			
Verbal IQ									
High		6.03				7.47			
Mid		4.76				6.21			
Low		3.98				5.17			
Total IQ									
High		5.85				7.36			
Mid		4.70				6.23			
Low		4.00				5.18			

SMALL CITIES

GRADE 5

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.13				6.55			
Mid		4.43				5.89			
Low		4.10				5.44			
Mother's Ed.									
High		4.97				6.50			
Mid		4.48				5.94			
Low		3.96				5.33			
Father's Occp.									
High		5.13				6.56			
Mid		4.48				5.91			
Low		4.18				5.59			
Non Verbal IQ									
High		5.62				6.78			
Mid		4.67				5.95			
Low		4.02				5.12			
Verbal IQ									
High		5.72				6.84			
Mid		4.70				5.85			
Low		3.95				5.01			
Total IQ									
High		5.62				6.75			
Mid		4.73				5.96			
Low		3.96				5.03			

SMALL CITIES

GRADE 5

MATH. SUB-1
Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.32				6.80			
Mid		4.64				6.20			
Low		4.17				5.67			
Mother's Ed.									
High		5.34				6.82			
Mid		4.73				6.26			
Low		4.11				5.57			
Father's Occp.									
High		5.22				6.83			
Mid		4.73				6.26			
Low		4.28				5.74			
Non Verbal IQ									
High		5.95				7.05			
Mid		4.81				6.30			
Low		4.06				5.23			
Verbal IQ									
High		6.07				7.23			
Mid		4.95				6.18			
Low		4.02				5.09			
Total IQ									
High		5.96				7.14			
Mid		4.89				6.18			
Low		4.03				5.09			

SMALL CITIES

GRADE 5

MATH SUB-2

Arithmetic Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.76				6.21			
Mid		4.22				5.70			
Low		3.96				5.36			
Mother's Ed.									
High		4.77				6.21			
Mid		4.26				5.77			
Low		3.85				5.30			
Father's Occp.									
High		4.76				6.21			
Mid		4.27				5.73			
Low		3.97				5.44			
Non Verbal IQ									
High		5.20				6.52			
Mid		4.28				5.77			
Low		3.73				5.09			
Verbal IQ									
High		5.34				6.61			
Mid		4.30				5.69			
Low		3.53				4.99			
Total IQ									
High		5.15				6.45			
Mid		4.44				5.71			
Low		3.53				5.00			

SMALL CITIES

GRADE 5 COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.36				6.92			
Mid		4.47				6.08			
Low		4.00				5.54			
Mother's Ed.									
High		5.37				6.97			
Mid		4.52				6.15			
Low		3.90				5.22			
Father's Occp.									
High		5.30				6.94			
Mid		4.50				6.15			
Low		4.17				5.62			
Non Verbal IQ									
High		5.90				7.20			
Mid		4.78				6.21			
Low		3.88				5.09			
Verbal IQ									
High		6.26				7.35			
Mid		4.92				6.07			
Low		3.80				4.72			
Total IQ									
High		6.12				7.30			
Mid		4.80				6.08			
Low		3.83				4.82			

Appendix H

Section II, Grade 5

Village Superintendencies Tables

VILLAGE SUPERINTENDENCIES

GRADE 5 VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.39				7.06			
Mid		4.78				6.19			
Low		4.13				5.90			
Mother's Ed.									
High		5.41				7.09			
Mid		4.76				6.39			
Low		3.92				5.76			
Father's Occp.									
High		5.40				7.08			
Mid		4.79				6.28			
Low		4.27				5.91			
Non Verbal IQ									
High		5.92				7.38			
Mid		5.04				6.45			
Low		3.94				5.62			
Verbal IQ									
High		6.21				7.53			
Mid		5.06				6.24			
Low		3.82				5.22			
Total IQ									
High		6.05				7.48			
Mid		5.05				6.42			
Low		3.74				5.29			

VILLAGE SUPERINTENDENCIES

GRADE 5

READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.21				7.13			
Mid		4.56				6.27			
Low		4.14				5.79			
Mother's Ed.									
High		5.27				7.30			
Mid		4.58				6.39			
Low		4.05				5.60			
Father's Occp.									
High		5.24				7.15			
Mid		4.58				6.35			
Low		4.31				5.95			
Non Verbal IQ									
High		5.82				7.61			
Mid		4.94				6.55			
Low		3.87				5.41			
Verbal IQ									
High		6.27				7.71			
Mid		4.90				6.28			
Low		3.78				5.10			
Total IQ									
High		6.05				7.73			
Mid		4.91				6.39			
Low		3.67				5.09			

VILLAGE SUPERINTENDENCIES

GRADE 5

LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.42				7.34			
Mid		4.54				6.72			
Low		3.98				6.13			
Mother's Ed.									
High		5.52				7.44			
Mid		4.67				6.79			
Low		3.83				5.90			
Father's Occp.									
High		5.43				7.43			
Mid		4.64				6.82			
Low		4.23				6.24			
Non Verbal IQ									
High		6.07				7.76			
Mid		5.00				6.80			
Low		3.85				5.58			
Verbal IQ									
High		6.36				7.84			
Mid		5.08				6.73			
Low		3.68				5.09			
Total IQ									
High		6.30				7.85			
Mid		4.99				6.68			
Low		3.75				5.31			

VILLAGE SUPERINTENDENCIES

GRADE 5

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.05				7.53			
Mid		4.24				6.74			
Low		3.76				5.99			
Mother's Ed.									
High		5.07				7.44			
Mid		4.37				6.77			
Low		3.57				5.83			
Father's Occp.									
High		4.99				7.44			
Mid		4.32				6.75			
Low		4.05				6.22			
Non Verbal IQ									
High		5.71				7.91			
Mid		4.56				6.85			
Low		3.57				5.71			
Verbal IQ									
High		6.03				8.03			
Mid		4.74				6.72			
Low		3.41				5.21			
Total IQ									
High		5.91				8.04			
Mid		4.63				6.72			
Low		3.44				5.41			

VILLAGE SUPERINTENDENCIES

GRADE 5

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.13				7.58			
Mid		4.45				7.02			
Low		4.05				6.30			
Mother's Ed.									
High		5.16				7.59			
Mid		4.50				7.12			
Low		3.90				6.31			
Father's Occp.									
High		5.29				7.59			
Mid		4.50				7.04			
Low		4.19				6.57			
Non Verbal IQ									
High		5.90				7.98			
Mid		4.88				7.21			
Low		3.73				5.64			
Verbal IQ									
High		6.18				8.04			
Mid		4.94				7.09			
Low		3.61				5.36			
Total IQ									
High		6.02				7.99			
Mid		4.81				7.13			
Low		3.52				5.35			

VILLAGE SUPERINTENDENCIES

GRADE 5

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.29				7.50			
Mid		4.51				6.89			
Low		4.18				6.49			
Mother's Ed.									
High		5.42				7.57			
Mid		4.61				7.01			
Low		4.00				6.34			
Father's Occp.									
High		5.28				7.54			
Mid		4.62				6.96			
Low		4.26				6.56			
Non Verbal IQ									
High		6.14				7.99			
Mid		4.98				6.96			
Low		3.74				5.63			
Verbal IQ									
High		6.33				8.07			
Mid		4.98				7.04			
Low		3.77				5.49			
Total IQ									
High		6.20				8.02			
Mid		4.89				6.88			
Low		3.56				5.53			

VILLAGE SUPERINTENDENCIES

GRADE 5

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.70				7.57			
Mid		4.48				6.87			
Low		3.61				5.96			
Mother's Ed.									
High		5.82				7.63			
Mid		4.64				6.98			
Low		3.60				5.81			
Father's Occp.									
High		5.79				7.56			
Mid		4.63				6.94			
Low		4.02				6.33			
Non Verbal IQ									
High		6.16				7.86			
Mid		5.05				7.10			
Low		3.62				5.92			
Verbal IQ									
High		6.55				8.07			
Mid		5.25				7.09			
Low		3.21				5.31			
Total IQ									
High		6.41				7.94			
Mid		5.08				7.02			
Low		3.27				5.33			

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VILLAGE SUPERINTENDENCIES

GRADE 5 WORK SKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.32				7.11			
Mid		4.75				6.35			
Low		4.38				5.89			
Mother's Ed.									
High		5.36				7.16			
Mid		4.77				6.46			
Low		4.29				5.68			
Father's Occp.									
High		5.29				7.15			
Mid		4.76				6.43			
Low		4.50				5.89			
Non Verbal IQ									
High		6.19				7.57			
Mid		5.07				6.54			
Low		4.22				5.43			
Verbal IQ									
High		6.28				7.50			
Mid		5.10				6.38			
Low		4.20				5.25			
Total IQ									
High		6.24				7.53			
Mid		5.04				6.43			
Low		4.09				5.22			

VILLAGE SUPERINTENDENCIES

GRADE 5

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.36				7.16			
Mid		4.84				6.52			
Low		4.55				5.93			
Mother's Ed.									
High		5.33				7.08			
Mid		4.87				6.61			
Low		4.50				5.89			
Father's Occp.									
High		5.31				7.19			
Mid		4.82				6.52			
Low		4.53				6.08			
Non Verbal IQ									
High		5.97				7.61			
Mid		4.99				6.64			
Low		4.42				5.71			
Verbal IQ									
High		6.05				7.54			
Mid		5.04				6.59			
Low		4.33				5.53			
Total IQ									
High		6.11				7.60			
Mid		4.98				6.46			
Low		4.20				5.46			

VILLAGE SUPERINTENDENCIES

GRADE 5

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.30				7.35			
Mid		4.66				6.42			
Low		4.17				5.85			
Mother's Ed.									
High		5.38				7.45			
Mid		4.57				6.55			
Low		3.83				5.74			
Father's Occp.									
High		5.29				7.38			
Mid		4.68				6.51			
Low		4.11				6.06			
Non Verbal IQ									
High		6.27				8.00			
Mid		5.06				6.67			
Low		3.99				5.48			
Verbal IQ									
High		6.31				8.02			
Mid		5.05				6.58			
Low		3.72				5.20			
Total IQ									
High		6.34				8.03			
Mid		4.92				6.57			
Low		3.65				5.14			

VILLAGE SUPERINTENDENCIES

GRADE 5

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.26				7.08			
Mid		4.67				6.43			
Low		4.30				5.87			
Mother's Ed.									
High		5.26				7.17			
Mid		4.72				6.54			
Low		4.33				5.78			
Father's Occp.									
High		5.28				7.11			
Mid		4.74				6.53			
Low		4.44				6.01			
Non Verbal IQ									
High		5.96				7.49			
Mid		5.02				6.56			
Low		4.06				5.55			
Verbal IQ									
High		6.15				7.54			
Mid		5.05				6.41			
Low		4.03				5.33			
Total IQ									
High		6.08				7.48			
Mid		4.93				6.47			
Low		3.93				5.31			

VILLAGE SUPERINTENDENCIES

GRADE 5 ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.09				6.41			
Mid		4.63				6.06			
Low		4.23				5.58			
Mother's Ed.									
High		5.17				6.42			
Mid		4.67				6.15			
Low		4.17				5.52			
Father's Occp.									
High		5.08				6.43			
Mid		4.67				6.10			
Low		4.36				5.64			
Non Verbal IQ									
High		5.74				6.88			
Mid		4.88				6.14			
Low		4.07				5.27			
Verbal IQ									
High		5.77				6.85			
Mid		4.93				6.07			
Low		4.07				5.13			
Total IQ									
High		5.82				6.88			
Mid		4.86				6.01			
Low		4.01				5.14			

VILLAGE SUPERINTENDENCIES

GRADE 5

MATH SUB-1

Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.32				6.79			
Mid		4.79				6.35			
Low		4.43				5.91			
Mother's Ed.									
High		5.38				6.81			
Mid		4.88				6.42			
Low		4.24				5.69			
Father's Occp.									
High		5.30				6.81			
Mid		4.83				6.40			
Low		4.52				6.02			
Non Verbal IQ									
High		6.09				7.16			
Mid		5.14				6.48			
Low		4.08				5.37			
Verbal IQ									
High		6.13				7.19			
Mid		5.10				6.40			
Low		4.21				5.40			
Total IQ									
High		6.15				7.13			
Mid		5.08				6.34			
Low		4.03				5.27			

VILLAGE SUPERINTENDENCIES

GRADE 5

MATH SUB-2

Arithmetic Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.92				6.20			
Mid		4.29				5.82			
Low		3.99				5.58			
Mother's Ed.									
High		4.96				6.23			
Mid		4.33				5.86			
Low		3.79				5.54			
Father's Occp.									
High		4.91				6.21			
Mid		4.37				5.84			
Low		4.18				5.62			
Non Verbal IQ									
High		5.27				6.68			
Mid		4.61				5.91			
Low		3.78				5.19			
Verbal IQ									
High		5.36				6.67			
Mid		4.55				5.84			
Low		3.59				5.05			
Total IQ									
High		5.39				6.78			
Mid		4.55				5.84			
Low		3.70				5.18			

VILLAGE SUPERINTENDENCIES

GRADE 5

COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.35				6.97			
Mid		4.66				6.23			
Low		4.25				5.78			
Mother's Ed.									
High		5.41				7.03			
Mid		4.77				6.33			
Low		4.13				5.58			
Father's Occp.									
High		5.37				7.02			
Mid		4.69				6.30			
Low		4.42				5.90			
Non Verbal IQ									
High		6.06				7.35			
Mid		5.06				6.41			
Low		4.17				5.26			
Verbal IQ									
High		6.30				7.35			
Mid		5.19				6.32			
Low		4.08				5.06			
Total IQ									
High		6.24				7.36			
Mid		5.04				6.27			
Low		4.03				5.06			

Appendix I
Section II, Grade 5
Large Kurals Tables

LARGE RURALS

GRADE 5 VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.19				6.88			
Mid		4.74				6.19			
Low		4.00				5.75			
Mother's Ed.									
High		5.25				6.87			
Mid		4.58				6.25			
Low		3.92				5.57			
Father's Occp.									
High		5.39				7.04			
Mid		4.65				6.31			
Low		4.18				5.92			
Non Verbal IQ									
High		5.68				7.33			
Mid		5.04				6.63			
Low		3.88				5.37			
Verbal IQ									
High		6.25				7.46			
Mid		5.10				6.27			
Low		3.71				5.04			
Total IQ									
High		6.23				7.55			
Mid		5.00				6.22			
Low		3.79				5.18			

LARGE RURALS

GRADE 5 READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.25				7.18			
Mid		4.68				6.45			
Low		4.15				5.77			
Mother's Ed.									
High		5.12				7.00			
Mid		4.69				6.43			
Low		3.97				5.58			
Father's Occp.									
High		5.32				7.25			
Mid		4.69				6.52			
Low		4.26				5.88			
Non Verbal IQ									
High		5.76				7.48			
Mid		4.91				6.65			
Low		3.85				5.33			
Verbal IQ									
High		6.40				7.63			
Mid		5.02				6.34			
Low		3.79				5.03			
Total IQ									
High		6.22				7.56			
Mid		4.90				6.48			
Low		3.76				5.16			

LARGE RURALS

GRADE 5

LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.55				7.45			
Mid		4.76				6.85			
Low		3.97				5.98			
Mother's Ed.									
High		5.48				7.38			
Mid		4.66				6.82			
Low		3.79				5.87			
Father's Occp.									
High		5.68				7.41			
Mid		4.71				6.88			
Low		4.12				6.29			
Non Verbal IQ									
High		6.22				7.68			
Mid		5.14				7.09			
Low		3.81				5.63			
Verbal IQ									
High		6.67				7.73			
Mid		5.40				6.93			
Low		3.79				5.20			
Total IQ									
High		6.65				7.82			
Mid		5.22				6.98			
Low		3.69				5.28			

LARGE RURALS

GRADE 5

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.02				7.33			
Mid		4.38				6.67			
Low		3.80				5.99			
Mother's Ed.									
High		5.05				7.28			
Mid		4.32				6.65			
Low		3.65				5.78			
Father's Occp.									
High		5.08				7.29			
Mid		4.45				6.78			
Low		3.88				6.31			
Non Verbal IQ									
High		5.67				8.02			
Mid		4.70				7.00			
Low		3.70				5.71			
Verbal IQ									
High		6.39				8.05			
Mid		5.02				6.84			
Low		3.39				5.11			
Total IQ									
High		6.22				8.08			
Mid		4.83				6.95			
Low		3.47				5.35			

LARGE RURALS

GRADE 5

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.15				7.69			
Mid		4.60				7.21			
Low		3.92				6.35			
Mother's Ed.									
High		5.15				7.58			
Mid		4.52				7.19			
Low		3.69				6.09			
Father's Occp.									
High		5.34				7.67			
Mid		4.59				7.24			
Low		4.05				6.59			
Non Verbal IQ									
High		6.59				8.00			
Mid		5.05				7.30			
Low		3.79				5.78			
Verbal IQ									
High		6.49				8.00			
Mid		5.12				7.37			
Low		3.76				5.48			
Total IQ									
High		6.54				8.04			
Mid		5.14				7.30			
Low		3.61				5.46			

LARGE RURALS

GRADE 5

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.56				7.56			
Mid		4.76				7.12			
Low		4.15				6.32			
Mother's Ed.									
High		5.48				7.47			
Mid		4.68				7.07			
Low		3.97				6.17			
Father's Occp.									
High		5.77				7.66			
Mid		4.77				7.13			
Low		4.29				6.66			
Non Verbal IQ									
High		6.26				8.00			
Mid		5.18				7.36			
Low		3.79				5.83			
Verbal IQ									
High		6.60				8.09			
Mid		5.34				7.26			
Low		3.88				5.50			
Total IQ									
High		6.55				8.12			
Mid		5.27				7.35			
Low		3.76				5.52			

LARGE RURALS

GRADE 5

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.80				7.64			
Mid		4.67				7.02			
Low		3.50				5.79			
Mother's Ed.									
High		5.70				7.60			
Mid		4.54				6.91			
Low		3.50				5.63			
Father's Occp									
High		6.01				7.81			
Mid		4.56				7.03			
Low		3.75				6.28			
Non Verbal IQ									
High		6.08				7.80			
Mid		5.03				7.24			
Low		3.37				5.59			
Verbal IQ									
High		6.51				7.91			
Mid		5.10				7.05			
Low		3.42				5.04			
Total IQ									
High		6.72				7.82			
Mid		4.96				7.08			
Low		3.38				5.20			

LARGE RURALS

GRADE 5 WORK SKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.40				7.16			
Mid		4.82				6.54			
Low		4.36				5.76			
Mother's Ed.									
High		5.38				7.06			
Mid		4.78				6.44			
Low		4.21				5.68			
Father's Occp.									
High		5.45				7.23			
Mid		4.81				6.55			
Low		4.49				5.96			
Non Verbal IQ									
High		6.38				7.57			
Mid		5.10				6.62			
Low		4.30				5.40			
Verbal IQ									
High		6.46				7.55			
Mid		5.16				6.50			
Low		4.20				5.25			
Total IQ									
High		6.63				7.66			
Mid		5.11				6.48			
Low		4.12				5.20			

LARGE RURALS

GRADE 5

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.57				7.33			
Mid		4.88				6.71			
Low		4.44				5.88			
Mother's Ed.									
High		5.40				7.25			
Mid		4.84				6.60			
Low		4.31				5.77			
Father's Occp.									
High		5.63				7.39			
Mid		4.95				6.77			
Low		4.47				6.27			
Non Verbal IQ									
High		6.42				7.98			
Mid		5.11				6.83			
Low		4.21				5.55			
Verbal IQ									
High		6.34				7.94			
Mid		5.20				6.81			
Low		4.31				5.45			
Total IQ									
High		6.74				7.91			
Mid		5.08				6.71			
Low		4.25				5.48			

LARGE RURALS

GRADE 8

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.09				10.73			
Mid		7.27				9.88			
Low		6.31				9.01			
Mother's Ed.									
High		8.40				10.62			
Mid		7.34				9.78			
Low		6.08				8.73			
Father's Occp.									
High		8.19				10.76			
Mid		7.22				9.79			
Low		6.50				9.19			
Non Verbal IQ									
High		9.36				11.49			
Mid		7.63				9.81			
Low		6.10				8.08			
Verbal IQ									
High		9.45				11.36			
Mid		7.20				9.64			
Low		5.87				7.84			
Total IQ									
High		9.63				11.59			
Mid		7.28				9.68			
Low		5.87				7.84			

LARGE RURALS

GRADE 5

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.24				7.11			
Mid		4.81				6.56			
Low		4.35				5.91			
Mother's Ed.									
High		5.24				7.10			
Mid		4.85				6.45			
Low		4.17				5.87			
Father's Occp.									
High		5.33				7.17			
Mid		4.80				6.55			
Low		4.49				6.05			
Non Verbal IQ									
High		6.08				7.42			
Mid		5.21				6.66			
Low		4.26				5.53			
Verbal IQ									
High		6.41				7.51			
Mid		5.23				6.53			
Low		4.32				5.40			
Total IQ									
High		6.38				7.53			
Mid		5.20				6.57			
Low		4.26				5.44			

LARGE RURALS

GRADE 5 ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.15				6.56			
Mid		4.71				6.18			
Low		4.24				5.68			
Mother's Ed.									
High		5.16				6.47			
Mid		4.79				6.21			
Low		4.23				5.63			
Father's Occp.									
High		5.22				6.58			
Mid		4.74				6.19			
Low		4.46				5.89			
Non Verbal IQ									
High		5.76				7.03			
Mid		4.97				6.19			
Low		4.01				5.21			
Verbal IQ									
High		5.95				7.02			
Mid		4.94				6.18			
Low		4.06				5.20			
Total IQ									
High		6.05				7.15			
Mid		5.01				6.14			
Low		3.94				5.13			

LARGE RURALS

GRADE 5

MATH SUB-1
Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.35				6.83			
Mid		4.90				6.42			
Low		4.45				5.97			
Mother's Ed.									
High		5.39				6.75			
Mid		4.97				6.47			
Low		4.32				5.99			
Father's Occp.									
High		5.47				6.81			
Mid		4.95				6.49			
Low		4.57				6.13			
Non Verbal IQ									
High		6.22				7.29			
Mid		5.23				6.51			
Low		4.17				5.35			
Verbal IQ									
High		6.01				7.22			
Mid		5.11				6.49			
Low		4.24				5.38			
Total IQ									
High		6.35				7.37			
Mid		5.19				6.43			
Low		4.14				5.22			

LARGE RURAL

GRADE 5

MATH SUB-2
Arithmetic Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.04				6.24			
Mid		4.60				5.96			
Low		3.93				5.68			
Mother's Ed.									
High		5.02				6.27			
Mid		4.43				5.91			
Low		4.18				5.51			
Father's Occp.									
High		4.91				6.33			
Mid		4.60				5.98			
Low		4.23				5.72			
Non Verbal IQ									
High		5.51				6.57			
Mid		4.71				6.04			
Low		3.56				5.28			
Verbal IQ									
High		5.68				6.96			
Mid		4.68				6.08			
Low		3.69				5.13			
Total IQ									
High		5.71				7.07			
Mid		4.79				6.05			
Low		3.56				5.20			

LARGE RURALS

GRADE 5 COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.36				6.97			
Mid		4.78				6.37			
Low		4.22				5.65			
Mother's Ed.									
High		5.34				6.91			
Mid		4.69				6.34			
Low		4.12				5.58			
Father's Occp.									
High		5.48				7.00			
Mid		4.78				6.42			
Low		4.36				5.87			
Non Verbal IQ									
High		6.08				7.38			
Mid		5.10				6.57			
Low		4.09				5.22			
Verbal IQ									
High		6.49				7.34			
Mid		5.29				6.37			
Low		4.01				4.89			
Total IQ									
High		6.53				7.45			
Mid		5.15				6.34			
Low		4.01				4.98			

Appendix J

Section II, Grade 5

Small Rurals Tables

SMALL RURALS

GRADE 5

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.30				7.01			
Mid		4.43				6.27			
Low		3.70				5.52			
Mother's Ed.									
High		5.25				6.97			
Mid		4.33				6.12			
Low		3.75				5.60			
Father's Occp.									
High		5.18				7.06			
Mid		4.41				6.26			
Low		3.91				5.68			
Non Verbal IQ									
High		6.00				7.41			
Mid		4.63				6.31			
Low		3.57				5.08			
Verbal IQ									
High		6.24				7.48			
Mid		5.03				6.22			
Low		3.48				4.79			
Total IQ									
High		6.14				7.41			
Mid		4.79				6.23			
Low		3.56				4.96			

SMALL RURALS

GRADE 5 READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.15				7.21			
Mid		4.38				6.35			
Low		3.82				5.50			
Mother's Ed.									
High		5.06				7.18			
Mid		4.30				6.21			
Low		3.86				5.54			
Father's Occp.									
High		4.96				7.12			
Mid		4.39				6.26			
Low		4.01				5.83			
Non Verbal IQ									
High		5.95				7.59			
Mid		4.77				6.33			
Low		3.55				5.03			
Verbal IQ									
High		6.12				7.68			
Mid		4.94				6.24			
Low		3.52				4.80			
Total IQ									
High		6.05				7.71			
Mid		4.84				6.43			
Low		3.48				4.88			

SMALL RURALS

GRADE 5

LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.31				7.39			
Mid		4.18				6.59			
Low		3.70				5.53			
Mother's Ed.									
High		5.26				7.50			
Mid		4.11				6.38			
Low		3.69				5.64			
Father's Occp.									
High		4.81				7.40			
Mid		4.24				6.55			
Low		3.81				5.84			
Non Verbal IQ									
High		6.28				7.82			
Mid		4.51				6.59			
Low		3.48				4.96			
Verbal IQ									
High		6.37				7.82			
Mid		4.94				6.60			
Low		3.43				4.54			
Total IQ									
High		6.36				7.79			
Mid		4.71				6.66			
Low		3.42				4.80			

SMALL RURALS

GRADE 5

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.99				7.61			
Mid		4.07				6.61			
Low		3.47				5.70			
Mother's Ed.									
High		4.83				7.49			
Mid		3.89				6.39			
Low		3.46				5.84			
Father's Occp.									
High		4.71				7.67			
Mid		3.95				6.63			
Low		3.56				5.86			
Non Verbal IQ									
High		5.94				8.02			
Mid		4.20				6.73			
Low		3.18				5.21			
Verbal IQ									
High		6.28				8.21			
Mid		4.67				6.66			
Low		3.07				4.70			
Total IQ									
High		5.92				7.88			
Mid		4.43				6.81			
Low		3.20				5.00			

SMALL RURALS

GRADE 5

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.96				7.66			
Mid		4.17				6.68			
Low		3.74				5.62			
Mother's Ed.									
High		4.86				7.60			
Mid		4.08				6.44			
Low		3.80				5.72			
Father's Occp.									
High		4.70				7.60			
Mid		4.17				6.77			
Low		3.80				5.85			
Non Verbal IQ									
High		6.14				8.07			
Mid		4.42				6.81			
Low		3.42				5.12			
Verbal IQ									
High		5.96				7.89			
Mid		4.71				7.00			
Low		3.33				4.77			
Total IQ									
High		5.92				7.96			
Mid		4.53				6.95			
Low		3.41				4.93			

SMALL RURALS

GRADE 5

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.12				7.55			
Mid		4.25				6.80			
Low		3.68				6.00			
Mother's Ed.									
High		5.04				7.61			
Mid		4.14				6.59			
Low		3.80				6.12			
Father's Occp.									
High		4.69				7.47			
Mid		4.37				6.82			
Low		3.93				6.03			
Non Verbal IQ									
High		6.20				8.03			
Mid		4.52				6.76			
Low		3.58				5.35			
Verbal IQ									
High		6.26				7.89			
Mid		4.88				7.02			
Low		3.39				5.04			
Total IQ									
High		6.23				7.93			
Mid		4.69				6.94			
Low		3.43				5.23			

SMALL RURALS

GRADE 5

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.51				7.59			
Mid		3.99				6.85			
Low		3.27				5.49			
Mother's Ed.									
High		5.62				7.69			
Mid		3.88				6.66			
Low		3.20				5.69			
Father's Occp.									
High		5.23				7.58			
Mid		4.12				6.83			
Low		3.38				5.89			
Non Verbal IQ									
High		6.42				7.94			
Mid		4.41				7.00			
Low		3.05				5.07			
Verbal IQ									
High		6.58				7.95			
Mid		4.89				6.92			
Low		2.94				4.63			
Total IQ									
High		6.49				8.00			
Mid		4.63				7.05			
Low		2.99				4.81			

SMALL RURALS

GRADE 5

WORK SKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.31				6.90			
Mid		4.65				6.22			
Low		4.21				5.46			
Mother's Ed.									
High		5.20				6.96			
Mid		4.54				6.08			
Low		4.18				5.62			
Father's Occp.									
High		5.06				6.93			
Mid		4.57				6.15			
Low		4.26				5.80			
Non Verbal IQ									
High		6.23				7.45			
Mid		4.91				6.17			
Low		4.09				5.01			
Verbal IQ									
High		6.27				7.30			
Mid		5.04				6.25			
Low		4.03				4.95			
Total IQ									
High		6.21				7.40			
Mid		4.95				6.26			
Low		4.08				5.08			

SMALL RURALS

GRADE 5

WORKSKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.31				6.94			
Mid		4.67				6.39			
Low		4.25				5.66			
Mother's Ed.									
High		5.07				6.90			
Mid		4.52				6.19			
Low		4.21				5.75			
Father's Occp.									
High		5.09				6.95			
Mid		4.60				6.17			
Low		4.36				5.87			
Non Verbal IQ									
High		6.02				7.32			
Mid		4.85				6.10			
Low		3.92				5.17			
Verbal IQ									
High		5.81				7.25			
Mid		5.04				6.26			
Low		3.92				5.31			
Total IQ									
High		5.90				7.37			
Mid		4.92				6.18			
Low		4.02				5.37			

SMALL RURALS

GRADE 5

WORKSKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.26				7.16			
Mid		4.45				6.28			
Low		3.87				5.63			
Mother's Ed.									
High		5.10				7.18			
Mid		4.21				6.28			
Low		3.90				5.68			
Father's Occp.									
High		5.05				7.26			
Mid		4.22				6.35			
Low		3.98				5.95			
Non Verbal IQ									
High		6.38				7.78			
Mid		4.89				6.27			
Low		3.75				5.18			
Verbal IQ									
High		6.29				7.71			
Mid		4.93				6.37			
Low		3.54				5.24			
Total IQ									
High		6.28				7.81			
Mid		4.84				6.44			
Low		3.58				5.09			

SMALL RURALS

GRADE 5

WORKSKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.17				6.98			
Mid		4.59				6.23			
Low		4.21				5.65			
Mother's Ed.									
High		5.10				6.92			
Mid		4.54				6.18			
Low		4.21				5.74			
Father's Occp.									
High		4.96				6.91			
Mid		4.62				6.22			
Low		4.18				5.87			
Non Verbal IQ									
High		5.88				7.39			
Mid		4.87				6.39			
Low		4.02				5.28			
Verbal IQ									
High		5.99				7.40			
Mid		4.97				6.33			
Low		3.91				5.06			
Total IQ									
High		5.86				7.46			
Mid		4.94				6.45			
Low		4.03				5.24			

SMALL RURALS

GRADE 5

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.90				6.44			
Mid		4.38				5.91			
Low		3.97				5.47			
Mother's Ed.									
High		4.90				6.50			
Mid		4.34				5.89			
Low		3.96				5.47			
Father's Occp.									
High		4.84				6.44			
Mid		4.46				6.00			
Low		4.05				5.52			
Non Verbal IQ									
High		5.93				7.19			
Mid		4.63				6.03			
Low		3.87				4.96			
Verbal IQ									
High		5.77				6.94			
Mid		4.76				6.04			
Low		3.94				4.88			
Total IQ									
High		5.67				6.96			
Mid		4.66				5.97			
Low		3.88				4.97			

SMALL RURALS

GRADE 5

MATH SUB-1
Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.10				6.68			
Mid		4.63				6.17			
Low		4.08				5.54			
Mother's Ed.									
High		5.00				6.72			
Mid		4.48				6.07			
Low		4.17				5.54			
Father's Occp.									
High		4.99				6.64			
Mid		4.48				6.24			
Low		4.23				5.70			
Non Verbal IQ									
High		6.07				7.44			
Mid		4.86				6.28			
Low		3.95				5.11			
Verbal IQ									
High		5.96				7.17			
Mid		4.82				6.27			
Low		3.96				5.16			
Total IQ									
High		6.08				7.38			
Mid		4.90				6.31			
Low		3.84				5.10			

SMALL RURALS

GRADE 5

MATH SUB-2
Arithmetic Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		4.80				6.18			
Mid		4.13				5.85			
Low		3.83				5.48			
Mother's Ed.									
High		4.63				6.20			
Mid		4.20				5.75			
Low		3.73				5.48			
Father's Occp.									
High		4.51				6.31			
Mid		4.26				5.82			
Low		3.87				5.53			
Non Verbal IQ									
High		5.50				7.01			
Mid		4.28				5.90			
Low		3.75				5.12			
Verbal IQ									
High		5.50				7.00			
Mid		4.51				5.93			
Low		3.87				4.97			
Total IQ									
High		5.33				6.97			
Mid		4.31				5.81			
Low		3.60				5.03			

SMALL RURALS

GRADE 5 COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		5.25				6.85			
Mid		4.48				6.15			
Low		4.02				5.39			
Mother's Ed.									
High		5.17				6.95			
Mid		4.38				6.02			
Low		4.04				5.42			
Father's Occp.									
High		5.11				6.90			
Mid		4.47				6.09			
Low		4.06				5.65			
Non Verbal IQ									
High		6.17				7.42			
Mid		4.79				6.17			
Low		3.85				4.93			
Verbal IQ									
High		6.22				7.38			
Mid		5.00				6.17			
Low		3.83				4.65			
Total IQ									
High		6.20				7.41			
Mid		4.92				6.22			
Low		3.85				4.75			

Appendix K

Section II, Grade 8

Total Sample Tables

GRADE 8 VOCABULARY

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		7.36				9.63			
Boys		7.36				9.66			
Girls		7.35				9.59			
Father's Ed.									
High		8.34				10.55			
Mid		7.37				9.48			
Low		6.61				8.80			
Mother's Ed.									
High		8.38				10.59			
Mid		7.37				9.51			
Low		6.21				8.79			
Father's Occp.									
High		8.34				10.53			
Mid		7.38				9.58			
Low		6.70				9.05			
Non Verbal IQ									
High		8.87				10.85			
Mid		7.73				9.55			
Low		6.21				8.45			
Verbal IQ									
High		9.31				11.17			
Mid		7.82				9.36			
Low		5.73				8.04			
Total IQ									
High		9.29				11.18			
Mid		7.77				9.41			
5.75 Low		5.75				8.14			

GRADE 8 READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		6.98				9.61			
Boys		6.83				9.50			
Girls		7.16				9.71			
Father's Ed.									
High		8.19				10.53			
Mid		7.09				9.45			
Low		6.32				8.63			
Mother's Ed.									
High		8.33				10.52			
Mid		7.14				9.52			
Low		6.16				8.51			
Father's Occp.									
High		8.20				10.52			
Mid		7.11				9.49			
Low		6.39				8.83			
Non Verbal IQ									
High		9.02				10.83			
Mid		7.45				9.50			
Low		5.97				7.98			
Verbal IQ									
High		9.48				11.06			
Mid		7.60				9.33			
Low		5.85				7.66			
Total IQ									
High		9.50				11.10			
Mid		7.54				9.41			
Low		5.76				7.71			

GRADE 8 LANGUAGE

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		6.78				9.81			
Boys		6.22				9.25			
Girls		7.37				10.25			
Father's Ed.									
High		8.07				10.69			
Mid		6.80				9.68			
Low		6.06				8.91			
Mother's Ed.									
High		8.14				10.74			
Mid		6.82				9.70			
Low		5.88				8.75			
Father's Occp.									
High		8.08				10.70			
Mid		6.79				9.77			
Low		6.20				9.06			
Non Verbal IQ									
High		8.92				11.03			
Mid		7.19				9.77			
Low		5.57				7.98			
Verbal IQ									
High		9.33				11.18			
Mid		7.43				9.67			
Low		5.48				7.53			
Total IQ									
High		9.38				11.19			
Mid		7.34				9.69			
Low		5.43				7.57			

GRADE 8

LANGUAGE SUB-1
Spelling

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		6.60				9.97			
Boys		6.09				9.40			
Girls		7.39				10.44			
Father's Ed.									
High		7.80				10.77			
Mid		6.76				9.93			
Low		5.99				9.14			
Mother's Ed.									
High		7.92				10.78			
Mid		6.70				9.90			
Low		5.91				9.07			
Father's Occp.									
High		7.85				10.76			
Mid		6.75				9.91			
Low		6.13				9.34			
Non Verbal IQ									
High		8.49				10.93			
Mid		6.94				9.90			
Low		5.49				8.32			
Verbal IQ									
High		9.22				11.30			
Mid		7.20				9.64			
Low		5.27				7.57			
Total IQ									
High		9.19				11.32			
Mid		7.08				9.82			
Low		5.32				7.97			

GRADE 8

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		6.59				10.43			
Boys		6.20				9.73			
Girls		7.43				10.87			
Father's Ed.									
High		7.92				11.14			
Mid		6.71				10.40			
Low		5.95				9.56			
Mother's Ed.									
High		8.00				11.20			
Mid		6.72				10.42			
Low		5.87				9.28			
Father's Occp.									
High		7.98				11.15			
Mid		6.71				10.42			
Low		6.24				9.58			
Non Verbal IQ									
High		9.06				11.51			
Mid		7.39				10.38			
Low		5.55				8.47			
Verbal IQ									
High		9.41				11.62			
Mid		7.45				10.34			
Low		5.41				8.17			
Total IQ									
High		9.50				11.63			
Mid		7.41				10.26			
Low		5.37				8.17			

GRADE 8

LANGUAGE SUB-3
Punctuation

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		6.21				9.90			
Boys		5.68				9.40			
Girls		7.02				10.19			
Father's Ed.									
High		7.67				10.73			
Mid		6.30				9.81			
Low		5.55				9.07			
Mother's Ed.									
High		7.73				10.77			
Mid		6.38				9.67			
Low		5.32				8.95			
Father's Occp.									
High		7.68				10.71			
Mid		6.33				9.84			
Low		5.74				9.20			
Non Verbal IQ									
High		8.84				11.23			
Mid		6.89				9.80			
Low		4.82				8.09			
Verbal IQ									
High		9.12				11.34			
Mid		6.88				9.74			
Low		4.84				7.68			
Total IQ									
High		9.20				11.33			
Mid		6.78				9.72			
Low		4.72				7.68			

GRADE 8

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		6.44				9.90			
Boys		6.10				9.56			
Girls		6.86				10.28			
Father's Ed.									
High		7.99				10.93			
Mid		6.61				9.82			
Low		5.63				8.99			
Mother's Ed.									
High		8.19				11.03			
Mid		6.51				9.80			
Low		5.41				8.80			
Father's Occp.									
High		8.00				10.91			
Mid		6.64				9.87			
Low		5.82				8.98			
Non Verbal IQ									
High		8.77				11.25			
Mid		6.97				10.11			
Low		5.43				7.83			
Verbal IQ									
High		9.17				11.35			
Mid		7.05				9.90			
Low		5.21				7.74			
Total IQ									
High		9.36				11.38			
Mid		6.95				9.89			
Low		5.02				7.75			

GRADE 8 WORKSKILLS

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		7.18				9.71			
Boys		7.08				9.75			
Girls		7.35				9.73			
Father's Ed.									
High		8.35				10.56			
Mid		7.33				9.62			
Low		6.55				8.93			
Mother's Ed.									
High		8.46				10.66			
Mid		7.38				9.73			
Low		6.44				8.81			
Father's Occp.									
High		8.40				10.57			
Mid		7.34				9.66			
Low		6.69				9.09			
Non Verbal IQ									
High		9.40				11.03			
Mid		7.82				9.65			
Low		6.27				8.07			
Verbal IQ									
High		9.54				11.08			
Mid		7.84				9.58			
Low		6.22				8.02			
Total IQ									
High		9.69				11.12			
Mid		7.81				9.57			
Low		6.10				7.95			

GRADE 8

WORK SKILLS SUB-1

Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		7.19				9.64			
Boys		7.25				9.73			
Girls		7.14				9.49			
Father's Ed.									
High		8.32				10.42			
Mid		7.29				9.55			
Low		6.44				9.15			
Mother's Ed.									
High		8.32				10.57			
Mid		7.31				9.56			
Low		6.27				9.01			
Father's Occp.									
High		8.29				10.50			
Mid		7.31				9.57			
Low		6.67				9.13			
Non Verbal IQ									
High		9.13				11.06			
Mid		7.79				9.63			
Low		6.20				8.48			
Verbal IQ									
High		9.31				10.96			
Mid		7.74				9.56			
Low		6.09				8.53			
Total IQ									
High		9.33				11.03			
Mid		7.85				9.61			
Low		5.93				8.42			

GRADE 8

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		7.09				9.74			
Boys		7.10				9.87			
Girls		7.07				9.61			
Father's Ed.									
High		8.19				10.66			
Mid		7.14				9.63			
Low		6.52				8.95			
Mother's Ed.									
High		8.33				10.75			
Mid		7.28				9.75			
Low		6.41				9.06			
Father's Occp.									
High		8.32				10.68			
Mid		7.28				9.73			
Low		6.58				9.35			
Non Verbal IQ									
High		9.09				11.39			
Mid		7.57				9.61			
Low		5.99				8.18			
Verbal IQ									
High		9.30				11.36			
Mid		7.24				9.60			
Low		5.95				8.16			
Total IQ									
High		9.51				11.65			
Mid		7.55				9.56			
Low		5.87				8.16			

GRADE 8

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		7.25				10.15			
Boys		6.80				9.82			
Girls		7.75				10.29			
Father's Ed.									
High		8.55				10.75			
Mid		7.41				10.05			
Low		6.48				9.27			
Mother's Ed.									
High		8.55				10.82			
Mid		7.37				10.05			
Low		6.33				9.10			
Father's Occp.									
High		8.59				10.82			
Mid		7.35				10.00			
Low		6.73				9.41			
Non Verbal IQ									
High		9.46				11.17			
Mid		8.01				10.10			
Low		6.02				8.44			
Verbal IQ									
High		9.77				11.28			
Mid		8.04				9.87			
Low		6.04				8.24			
Total IQ									
High		9.84				11.32			
Mid		8.02				9.89			
Low		5.84				8.22			

GRADE 8 ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		7.18				9.50			
Boys		7.09				9.54			
Girls		7.22				9.44			
Father's Ed.									
High		7.97				10.09			
Mid		7.26				9.46			
Low		6.70				8.84			
Mother's Ed.									
High		8.13				10.22			
Mid		7.21				9.44			
Low		6.58				8.68			
Father's Occp.									
High		8.07				10.14			
Mid		7.29				9.49			
Low		6.79				8.87			
Non Verbal IQ									
High		8.95				10.59			
Mid		7.59				9.42			
Low		6.36				8.15			
Verbal IQ									
High		9.07				10.57			
Mid		7.61				9.38			
Low		6.36				8.08			
Total IQ									
High		9.19				10.57			
Mid		7.55				9.31			
Low		6.33				8.09			

GRADE 8

MATH SUB-1
Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		7.26				9.98			
Boys		7.31				10.12			
Girls		7.21				9.87			
Father's Ed.									
High		8.21				10.84			
Mid		7.32				9.89			
Low		6.78				9.22			
Mother's Ed.									
High		8.30				10.89			
Mid		7.34				9.93			
Low		6.55				8.92			
Father's Occp.									
High		8.21				10.81			
Mid		7.36				9.94			
Low		6.73				9.28			
Non Verbal IQ									
High		9.42				11.37			
Mid		7.64				9.82			
Low		6.39				8.34			
Verbal IQ									
High		9.54				11.28			
Mid		7.67				9.82			
Low		6.41				8.38			
Total IQ									
High		9.72				11.34			
Mid		7.62				9.78			
Low		6.29				8.11			

GRADE 8

MATH SUB-2

Arithmetic Problem Solving

	Total Number	P 25	Number Under	Percent Under	Scale Value	P 75	Number Over	Percent Above	Scale Value
All Students		7.00				9.14			
Boys		6.58				9.03			
Girls		7.32				9.20			
Father's Ed.									
High		7.48				9.79			
Mid		7.10				9.07			
Low		6.37				8.73			
Mother's Ed.									
High		7.52				9.85			
Mid		6.82				9.19			
Low		6.18				8.68			
Father's Occp.									
High		7.53				9.80			
Mid		7.12				9.10			
Low		6.38				8.80			
Non Verbal IQ									
High		8.45				9.95			
Mid		7.19				9.24			
Low		5.94				8.31			
Verbal IQ									
High		8.39				10.13			
Mid		7.13				9.18			
Low		5.87				8.19			
Total IQ									
High		8.47				10.23			
Mid		6.99				9.12			
Low		5.84				8.37			

GRADE 8

COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
All Students		7.16				9.58			
Boys		6.98				9.45			
Girls		7.43				9.66			
Father's Ed.									
High		8.31				10.39			
Mid		7.33				9.45			
Low		6.61				8.71			
Mother's Ed.									
High		8.37				10.45			
Mid		7.35				9.48			
Low		6.47				8.56			
Father's Occp.									
High		8.31				10.32			
Mid		7.29				9.47			
Low		6.72				8.84			
Non Verbal IQ									
High		9.17				10.73			
Mid		7.73				9.46			
Low		6.27				7.87			
Verbal IQ									
High		9.48				10.81			
Mid		7.87				9.24			
Low		6.19				7.62			
Total IQ									
High		9.56				10.84			
Mid		7.80				9.25			
Low		6.08				7.64			

Appendix L

Section II, Grade 8

Large-Medium Cities Tables

LARGE-MEDIUM CITIES

GRADE 8

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.33				10.44			
Mid		7.42				9.45			
Low		6.37				8.82			
Mother's Ed.									
High		8.45				10.51			
Mid		7.30				9.47			
Low		6.25				8.84			
Father's Occp.									
High		8.45				10.45			
Mid		7.43				9.49			
Low		6.75				8.85			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8 READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.02				10.44			
Mid		6.94				9.29			
Low		6.20				8.52			
Mother's Ed.									
High		8.04				10.43			
Mid		6.96				9.38			
Low		6.19				8.55			
Father's Occp.									
High		8.02				10.44			
Mid		7.10				9.47			
Low		6.31				8.67			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8 LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.92				10.63			
Mid		6.67				9.55			
Low		5.98				8.80			
Mother's Ed.									
High		7.90				10.67			
Mid		6.75				9.61			
Low		5.92				8.80			
Father's Occp.									
High		7.96				10.69			
Mid		6.77				9.71			
Low		6.17				8.95			
Non Verbal IQ		*				*			
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.69				10.81			
Mid		6.75				9.87			
Low		6.20				9.27			
Mother's Ed.									
High		7.84				10.77			
Mid		6.74				9.91			
Low		5.95				9.17			
Father's Occp.									
High		7.72				10.83			
Mid		6.81				9.92			
Low		6.22				9.33			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.84				11.09			
Mid		6.52				10.11			
Low		5.83				9.20			
Mother's Ed.									
High		7.95				10.94			
Mid		6.64				10.30			
Low		5.84				9.23			
Father's Occp.									
High		7.98				10.98			
Mid		6.62				10.09			
Low		6.14				9.31			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.72				10.77			
Mid		6.31				9.55			
Low		5.17				8.96			
Mother's Ed.									
High		7.55				10.73			
Mid		6.21				9.69			
Low		5.12				8.92			
Father's Occp.									
High		7.67				10.81			
Mid		6.53				9.62			
Low		5.48				9.17			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.76				10.89			
Mid		6.46				9.74			
Low		5.46				8.88			
Mother's Ed.									
High		7.95				11.00			
Mid		6.47				9.82			
Low		5.55				8.63			
Father's Occp.									
High		7.84				10.88			
Mid		6.57				9.90			
Low		5.65				9.00			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8 WORKSKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.14				10.53			
Mid		7.18				9.51			
Low		6.34				8.76			
Mother's Ed.									
High		8.21				10.53			
Mid		7.18				9.56			
Low		6.38				8.77			
Father's Occp.									
High		8.26				10.51			
Mid		7.21				9.59			
Low		6.53				8.88			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

WORKSKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.13				10.29			
Mid		7.06				9.40			
Low		6.04				8.91			
Mother's Ed.									
High		8.14				10.45			
Mid		7.06				9.42			
Low		6.04				8.85			
Father's Occp.									
High		8.16				10.41			
Mid		7.08				9.46			
Low		6.29				9.03			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

WORKSKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.98				10.57			
Mid		7.04				9.53			
Low		6.32				9.05			
Mother's Ed.									
High		8.16				10.65			
Mid		7.01				9.59			
Low		6.34				9.02			
Father's Occp.									
High		8.21				10.65			
Mid		7.16				9.60			
Low		6.43				9,24			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

WORKSKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.38				10.78			
Mid		7.30				9.92			
Low		6.21				8.96			
Mother's Ed.									
High		8.38				10.88			
Mid		7.24				9.94			
Low		6.46				8.96			
Father's Occp.									
High		8.37				10.73			
Mid		7.16				9.93			
Low		6.59				9.15			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8 ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.82				10.02			
Mid		7.08				9.25			
Low		6.52				8.67			
Mother's Ed.									
High		7.80				10.03			
Mid		7.17				9.36			
Low		6.54				8.60			
Father's Occp.									
High		7.90				10.14			
Mid		7.17				9.35			
Low		6.69				8.69			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.82				10.02			
Mid		7.08				9.25			
Low		6.52				8.67			
Mother's Ed.									
High		7.80				10.03			
Mid		7.17				9.36			
Low		6.54				8.60			
Father's Occp.									
High		7.90				10.14			
Mid		7.17				9.35			
Low		6.69				8.69			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

*** Insufficient data**

LARGE-MEDIUM CITIES

GRADE 8

MATH SUB-1
Arith. Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.09				10.77			
Mid		7.02				9.67			
Low		6.49				9.02			
Mother's Ed.									
High		8.07				10.74			
Mid		7.03				9.73			
Low		6.48				8.88			
Father's Occp.									
High		7.92				10.72			
Mid		7.15				9.76			
Low		6.54				9.00			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8

MATH SUB-2
Arith. Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.23				9.53			
Mid		6.87				9.15			
Low		6.37				8.58			
Mother's Ed.									
High		7.20				9.49			
Mid		6.63				8.96			
Low		6.17				8.62			
Father's Occp.									
High		7.33				9.56			
Mid		6.97				9.23			
Low		6.54				8.80			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

LARGE-MEDIUM CITIES

GRADE 8 COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.19				10.32			
Mid		7.08				9.33			
Low		6.49				8.52			
Mother's Ed.									
High		8.17				10.35			
Mid		7.17				9.37			
Low		6.50				8.57			
Father's Occp.									
High		8.20				10.38			
Mid		7.22				9.43			
Low		6.59				8.61			
Non Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Verbal IQ									
High		*				*			
Mid		*				*			
Low		*				*			
Total IQ									
High		*				*			
Mid		*				*			
Low		*				*			

* Insufficient data

Appendix M

Section II, Grade 8

Small Cities Tables

SMALL CITIES

GRADE 8 VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.53				10.69			
Mid		7.44				9.40			
Low		6.70				8.78			
Mother's Ed.									
High		8.62				10.80			
Mid		7.42				9.41			
Low		6.14				8.56			
Father's Occp.									
High		8.51				10.62			
Mid		7.40				9.47			
Low		6.91				9.08			
Non Verbal IQ									
High		8.83				10.84			
Mid		7.83				9.64			
Low		6.05				8.41			
Verbal IQ									
High		9.36				11.35			
Mid		7.93				9.43			
Low		5.57				7.98			
Total IQ									
High		9.27				11.29			
Mid		7.78				9.37			
Low		5.58				8.06			

SMALL CITIES

GRADE 8

READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.34				10.69			
Mid		7.13				9.53			
Low		6.24				8.67			
Mother's Ed.									
High		8.53				10.75			
Mid		7.13				9.52			
Low		6.03				8.47			
Father's Occp.									
High		8.43				10.63			
Mid		7.19				9.56			
Low		6.42				8.89			
Non Verbal IQ									
High		9.02				10.94			
Mid		7.55				9.58			
Low		5.92				7.96			
Verbal IQ									
High		9.57				11.09			
Mid		7.72				9.37			
Low		5.76				7.57			
Total IQ									
High		9.54				11.09			
Mid		7.59				9.35			
Low		5.72				7.59			

SMALL CITIES

GRADE 8 LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.22				10.83			
Mid		6.79				9.74			
Low		6.00				8.97			
Mother's Ed.									
High		8.25				10.79			
Mid		6.83				9.89			
Low		5.75				8.58			
Father's Occp.									
High		8.15				10.76			
Mid		6.82				9.77			
Low		6.20				8.98			
Non Verbal IQ									
High		8.83				11.00			
Mid		7.19				9.83			
Low		5.47				7.90			
Verbal IQ									
High		9.31				11.15			
Mid		7.48				9.70			
Low		5.33				7.35			
Total IQ									
High		9.37				11.16			
Mid		7.27				9.60			
Low		5.30				7.40			

SMALL CITIES

GRADE 8

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.93				10.73			
Mid		6.69				10.03			
Low		6.14				9.29			
Mother's Ed.									
High		7.82				10.71			
Mid		6.73				10.05			
Low		5.86				9.03			
Father's Occp.									
High		7.98				10.61			
Mid		6.71				9.93			
Low		6.19				9.28			
Non Verbal IQ									
High		8.41				10.92			
Mid		6.98				10.02			
Low		5.68				8.46			
Verbal IQ									
High		9.17				11.34			
Mid		7.27				9.84			
Low		5.32				7.47			
Total IQ									
High		9.13				11.25			
Mid		7.07				9.76			
Low		5.35				7.73			

SMALL CITIES

GRADE 8

LANGUAGE SUB- 2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.15				11.30			
Mid		6.63				10.38			
Low		6.11				9.52			
Mother's Ed.									
High		7.93				11.33			
Mid		6.74				10.39			
Low		5.81				9.24			
Father's Occp.									
High		8.12				11.28			
Mid		6.87				10.45			
Low		6.14				9.40			
Non Verbal IQ									
High		8.80				11.49			
Mid		7.24				10.34			
Low		5.56				8.44			
Verbal IQ									
High		9.16				11.59			
Mid		7.46				10.39			
Low		5.39				7.98			
Total IQ									
High		9.27				11.59			
Mid		7.25				10.25			
Low		5.56				7.81			

SMALL CITIES

GRADE 8

LANGUAGE SUB-3
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.14				11.02			
Mid		6.47				9.67			
Low		5.44				9.22			
Mother's Ed.									
High		7.91				11.00			
Mid		6.42				9.86			
Low		5.18				8.91			
Father's Occp.									
High		7.96				10.83			
Mid		6.34				9.70			
Low		5.63				9.22			
Non Verbal IQ									
High		8.77				11.19			
Mid		6.66				9.74			
Low		4.71				8.03			
Verbal IQ									
High		9.12				11.31			
Mid		6.94				9.73			
Low		4.58				7.47			
Total IQ									
High		9.23				11.31			
Mid		6.68				9.61			
Low		4.57				7.44			

SMALL CITIES

GRADE 8

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.52				11.10			
Mid		6.50				10.01			
Low		5.89				8.97			
Mother's Ed.									
High		8.62				11.15			
Mid		6.85				10.00			
Low		5.58				8.58			
Father's Occp.									
High		8.37				11.10			
Mid		6.91				10.01			
Low		5.94				9.09			
Non Verbal IQ									
High		8.73				11.26			
Mid		6.99				9.97			
Low		5.27				8.21			
Verbal IQ									
High		9.37				11.33			
Mid		7.28				9.85			
Low		5.11				7.73			
Total IQ									
High		9.40				11.31			
Mid		7.16				9.73			
Low		5.03				7.75			

SMALL CITIES

GRADE 8

WORKSKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.58				10.65			
Mid		7.39				9.65			
Low		6.55				8.99			
Mother's Ed.									
High		8.64				10.71			
Mid		7.40				9.69			
Low		6.47				8.78			
Father's Occp.									
High		8.51				10.61			
Mid		7.32				9.73			
Low		6.75				9.08			
Non Verbal IQ									
High		9.34				11.01			
Mid		7.79				9.62			
Low		6.20				8.09			
Verbal IQ									
High		9.52				11.02			
Mid		7.85				9.60			
Low		6.11				7.96			
Total IQ									
High		9.66				11.09			
Mid		7.83				9.46			
Low		6.03				7.82			

SMALL CITIES

GRADE 8

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.40				10.52			
Mid		7.28				9.67			
Low		6.47				8.95			
Mother's Ed.									
High		8.46				10.71			
Mid		7.29				9.68			
Low		6.50				8.77			
Father's Occp.									
High		8.39				10.61			
Mid		7.44				9.69			
Low		6.52				9.14			
Non Verbal IQ									
High		9.07				11.04			
Mid		7.74				9.63			
Low		6.02				8.28			
Verbal IQ									
High		9.34				10.97			
Mid		7.79				9.73			
Low		5.88				8.44			
Total IQ									
High		9.41				11.13			
Mid		7.81				9.44			
Low		5.87				8.10			

SMALL CITIES

GRADE 8

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.43				10.78			
Mid		6.81				9.86			
Low		6.28				9.03			
Mother's Ed.									
High		8.47				10.85			
Mid		6.87				9.70			
Low		5.93				8.90			
Father's Occp.									
High		8.38				10.74			
Mid		6.87				9.68			
Low		6.40				9.11			
Non Verbal IQ									
High		9.01				11.36			
Mid		7.46				9.74			
Low		6.06				8.06			
Verbal IQ									
High		9.32				11.36			
Mid		7.12				9.73			
Low		5.96				8.01			
Total IQ									
High		9.50				11.61			
Mid		7.43				9.62			
Low		5.72				7.84			

SMALL CITIES

GRADE 8

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.81				10.85			
Mid		7.60				10.07			
Low		6.71				9.36			
Mother's Ed.									
High		8.80				10.94			
Mid		7.47				10.16			
Low		6.55				9.10			
Father's Occp.									
High		8.73				10.83			
Mid		7.62				10.07			
Low		6.80				9.50			
Non Verbal IQ									
High		9.43				11.11			
Mid		7.87				10.09			
Low		5.96				8.50			
Verbal IQ									
High		9.74				11.28			
Mid		8.00				9.93			
Low		5.84				8.31			
Total IQ									
High		9.85				11.23			
Mid		7.98				9.82			
Low		5.77				8.21			

SMALL CITIES

GRADE 8

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.33				10.20			
Mid		7.31				9.47			
Low		6.73				8.91			
Mother's Ed.									
High		8.36				10.27			
Mid		7.34				9.55			
Low		6.63				8.75			
Father's Occp.									
High		8.27				10.17			
Mid		7.33				9.50			
Low		6.70				9.01			
Non Verbal IQ									
High		9.07				10.50			
Mid		7.59				9.32			
Low		6.31				8.26			
Verbal IQ									
High		9.07				10.48			
Mid		7.70				9.39			
Low		6.22				8.10			
Total IQ									
High		9.19				10.59			
Mid		7.67				9.28			
Low		6.13				8.01			

SMALL CITIES

GRADE 8

MATH. SUB-1
Arith. Concepts

	Total Number	P$_{25}$	Number Under	Percent Under	Scale Value	P$_{75}$	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.58				10.95			
Mid		7.46				9.99			
Low		6.66				9.28			
Mother's Ed.									
High		8.71				11.01			
Mid		7.42				10.10			
Low		6.59				9.06			
Father's Occp.									
High		8.54				10.92			
Mid		7.47				10.17			
Low		6.91				9.37			
Non Verbal IQ									
High		9.63				11.27			
Mid		7.80				9.93			
Low		6.30				8.46			
Verbal IQ									
High		9.68				11.27			
Mid		7.78				9.93			
Low		6.34				8.42			
Total IQ									
High		9.74				11.33			
Mid		7.75				9.86			
Low		6.19				8.22			

SMALL CITIES

GRADE 8

MATH. SUB-2
Arith. Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.77				9.64			
Mid		6.83				9.02			
Low		6.41				8.93			
Mother's Ed.									
High		7.80				9.67			
Mid		6.80				9.07			
Low		6.33				8.68			
Father's Occp.									
High		7.80				9.57			
Mid		6.84				9.09			
Low		6.07				8.89			
Non Verbal IQ									
High		8.40				10.10			
Mid		7.14				9.02			
Low		5.98				8.27			
Verbal IQ									
High		8.37				10.03			
Mid		7.37				9.09			
Low		5.62				8.02			
Total IQ									
High		8.47				10.19			
Mid		7.21				8.99			
Low		5.51				8.26			

SMALL CITIES

GRADE 8 COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.48				10.49			
Mid		7.31				9.46			
Low		6.53				8.74			
Mother's Ed.									
High		8.55				10.58			
Mid		7.37				9.55			
Low		6.30				8.53			
Father's Occp.									
High		8.45				10.45			
Mid		7.42				9.48			
Low		6.67				8.83			
Non Verbal IQ									
High		9.14				10.74			
Mid		7.67				9.47			
Low		6.19				8.00			
Verbal IQ									
High		9.53				10.82			
Mid		7.89				9.29			
Low		6.05				7.61			
Total IQ									
High		9.56				10.82			
Mid		7.76				9.29			
Low		5.99				7.57			

Appendix N

Section II, Grade 8

Village Superintendencies Tables

VILLAGE SUPERINTENDENCIES

GRADE 8 VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.44				10.62			
Mid		7.50				9.56			
Low		6.66				9.13			
Mother's Ed.									
High		8.54				10.68			
Mid		7.54				9.65			
Low		6.42				8.92			
Father's Occp.									
High		8.41				10.56			
Mid		7.48				9.62			
Low		7.09				9.17			
Non Verbal IQ									
High		8.89				10.80			
Mid		7.79				9.61			
Low		6.55				8.54			
Verbal IQ									
High		9.33				10.99			
Mid		8.00				9.51			
Low		6.28				8.14			
Total IQ									
High		9.27				11.01			
Mid		7.89				9.40			
Low		6.03				8.30			

VILLAGE SUPERINTENDENCIES

GRADE 8

READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.38				10.55			
Mid		7.26				9.57			
Low		6.56				8.88			
Mother's Ed.									
High		8.42				10.72			
Mid		7.30				9.66			
Low		6.31				8.60			
Father's Occp.									
High		8.38				10.52			
Mid		7.22				9.61			
Low		6.75				8.97			
Non Verbal IQ									
High		8.93				10.92			
Mid		7.61				9.53			
Low		6.12				8.09			
Verbal IQ									
High		9.42				11.10			
Mid		7.66				9.35			
Low		6.06				7.75			
Total IQ									
High		9.41				11.14			
Mid		7.63				9.40			
Low		5.94				7.71			

VILLAGE SUPERINTENDENCIES

GRADE 8 LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.06				10.74			
Mid		6.89				9.74			
Low		6.13				8.93			
Mother's Ed.									
High		8.18				10.78			
Mid		7.01				9.78			
Low		5.80				8.58			
Father's Occp.									
High		8.05				10.61			
Mid		6.88				9.80			
Low		6.33				9.12			
Non Verbal IQ									
High		8.93				10.96			
Mid		7.25				9.62			
Low		5.69				8.01			
Verbal IQ									
High		9.37				11.21			
Mid		7.36				9.56			
Low		5.58				7.59			
Total IQ									
High		9.37				11.11			
Mid		7.26				9.49			
Low		5.40				7.49			

VILLAGE SUPERINTENDENCIES

GRADE 8

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.80				10.75			
Mid		6.77				9.92			
Low		6.00				9.30			
Mother's Ed.									
High		7.98				10.69			
Mid		6.86				9.94			
Low		5.81				9.18			
Father's Occp.									
High		7.91				10.70			
Mid		6.75				9.95			
Low		6.35				9.40			
Non Verbal IQ									
High		8.48				10.93			
Mid		6.89				9.68			
Low		5.60				8.48			
Verbal IQ									
High		9.12				11.41			
Mid		7.18				9.62			
Low		5.57				7.66			
Total IQ									
High		9.16				11.29			
Mid		6.98				9.73			
Low		5.40				7.97			

VILLAGE SUPERINTENDENCIES

GRADE 8

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.86				11.15			
Mid		6.87				10.44			
Low		6.19				9.36			
Mother's Ed.									
High		8.13				11.23			
Mid		6.99				10.31			
Low		6.04				9.36			
Father's Occp.									
High		7.93				11.12			
Mid		6.98				10.33			
Low		6.44				9.56			
Non Verbal IQ									
High		9.09				11.44			
Mid		7.34				10.29			
Low		5.56				8.47			
Verbal IQ									
High		9.59				11.55			
Mid		7.46				10.28			
Low		5.69				8.18			
Total IQ									
High		9.61				11.59			
Mid		7.24				10.11			
Low		5.31				8.08			

VILLAGE SUPERINTENDENCIES

GRADE 8

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.54				10.68			
Mid		6.42				9.58			
Low		5.44				8.95			
Mother's Ed.									
High		7.69				10.75			
Mid		6.40				9.63			
Low		5.51				8.82			
Father's Occp.									
High		7.55				10.61			
Mid		6.36				9.66			
Low		5.79				9.07			
Non Verbal IQ									
High		8.59				11.20			
Mid		6.74				9.69			
Low		4.76				7.84			
Verbal IQ									
High		9.08				11.32			
Mid		6.92				9.74			
Low		4.90				7.70			
Total IQ									
High		9.07				11.34			
Mid		6.69				9.64			
Low		4.57				7.40			

VILLAGE SUPERINTENDENCIES

GRADE 8

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.92				10.90			
Mid		6.81				9.81			
Low		5.80				9.11			
Mother's Ed.									
High		8.22				11.02			
Mid		6.63				10.03			
Low		5.58				8.87			
Father's Occp.									
High		8.03				10.89			
Mid		6.76				9.90			
Low		5.87				9.34			
Non Verbal IQ									
High		8.72				11.20			
Mid		6.93				9.90			
Low		5.59				8.00			
Verbal IQ									
High		9.03				11.35			
Mid		7.07				9.86			
Low		5.22				7.65			
Total IQ									
High		9.08				11.31			
Mid		6.87				9.73			
Low		4.98				7.65			

VILLAGE SUPERINTENDENCIES

GRADE 8

WORK SKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.44				10.69			
Mid		7.46				9.71			
Low		6.80				9.13			
Mother's Ed.									
High		8.57				10.71			
Mid		7.53				9.79			
Low		6.58				8.93			
Father's Occp.									
High		8.53				10.60			
Mid		7.47				9.79			
Low		6.99				9.30			
Non Verbal IQ									
High		9.40				11.10			
Mid		7.83				9.66			
Low		6.41				8.18			
Verbal IQ									
High		9.58				11.14			
Mid		7.95				9.65			
Low		6.41				8.17			
Total IQ									
High		9.74				11.18			
Mid		7.85				9.62			
Low		6.23				7.97			

VILLAGE SUPERINTENDENCIES

GRADE 8

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.31				10.52			
Mid		7.56				9.82			
Low		6.83				9.27			
Mother's Ed.									
High		8.53				10.66			
Mid		7.47				9.73			
Low		6.65				9.10			
Father's Occp.									
High		8.45				10.56			
Mid		7.42				9.73			
Low		6.96				9.52			
Non Verbal IQ									
High		9.24				11.14			
Mid		7.76				9.57			
Low		6.53				8.45			
Verbal IQ									
High		9.23				11.09			
Mid		7.79				9.69			
Low		6.63				8.60			
Total IQ									
High		9.40				11.22			
Mid		7.88				9.71			
Low		6.41				8.47			

VILLAGE SUPERINTENDENCIES

GRADE 8

WORK SKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.34				10.75			
Mid		7.19				9.69			
Low		6.40				9.09			
Mother's Ed.									
High		8.20				10.91			
Mid		7.40				9.85			
Low		6.37				8.95			
Father's Occp.									
High		8.14				10.76			
Mid		7.28				9.81			
Low		6.69				9.50			
Non Verbal IQ									
High		9.18				11.51			
Mid		7.26				9.69			
Low		5.45				8.52			
Verbal IQ									
High		9.37				11.42			
Mid		7.31				9.62			
Low		5.71				8.38			
Total IQ									
High		9.42				11.72			
Mid		7.25				9.68			
Low		5.80				8.14			

VILLAGE SUPERINTENDENCIES

GRADE 8

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.66				10.83			
Mid		7.62				10.12			
Low		6.78				9.53			
Mother's Ed.									
High		8.76				10.86			
Mid		7.64				10.26			
Low		6.58				9.33			
Father's Occp.									
High		8.71				10.80			
Mid		7.50				10.21			
Low		7.12				9.71			
Non Verbal IQ									
High		9.54				11.21			
Mid		8.06				10.13			
Low		6.33				8.45			
Verbal IQ									
High		9.91				11.30			
Mid		8.00				10.07			
Low		6.17				8.46			
Total IQ									
High		10.09				11.24			
Mid		7.97				10.06			
Low		6.13				8.31			

VILLAGE SUPERINTENDENCIES

GRADE 8

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.04				10.09			
Mid		7.37				9.45			
Low		6.87				9.04			
Mother's Ed.									
High		8.20				10.23			
Mid		7.40				9.49			
Low		6.67				8.78			
Father's Occp.									
High		8.04				10.17			
Mid		7.35				9.47			
Low		6.98				9.06			
Non Verbal IQ									
High		8.80				10.47			
Mid		7.53				9.36			
Low		6.38				8.02			
Verbal IQ									
High		8.97				10.50			
Mid		7.58				9.32			
Low		6.37				8.06			
Total IQ									
High		9.12				10.58			
Mid		7.52				9.23			
Low		6.28				7.84			

VILLAGE SUPERINTENDENCIES

GRADE 8

MATH SUB-1
Arithmetic Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.26				10.84			
Mid		7.30				9.83			
Low		6.84				9.37			
Mother's Ed.									
High		8.44				10.96			
Mid		7.37				9.96			
Low		6.78				9.11			
Father's Occp.									
High		8.28				10.81			
Mid		7.22				9.88			
Low		6.92				9.44			
Non Verbal IQ									
High		9.28				11.29			
Mid		7.51				9.67			
Low		6.28				8.03			
Verbal IQ									
High		9.45				11.25			
Mid		7.58				9.73			
Low		6.51				8.12			
Total IQ									
High		9.53				11.35			
Mid		7.52				9.68			
Low		6.24				7.92			

VILLAGE SUPERINTENDENCIES

GRADE 8

MATH SUB-2
Arithmetic Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.48				9.73			
Mid		7.27				9.17			
Low		6.63				8.92			
Mother's Ed.									
High		7.67				9.92			
Mid		7.27				9.11			
Low		6.39				8.83			
Father's Occp.									
High		7.55				9.75			
Mid		6.88				9.25			
Low		6.85				9.06			
Non Verbal IQ									
High		8.41				9.86			
Mid		7.24				9.23			
Low		5.97				8.37			
Verbal IQ									
High		8.38				10.16			
Mid		7.09				9.17			
Low		5.97				8.28			
Total IQ									
High		8.45				10.24			
Mid		6.95				9.08			
Low		5.97				8.24			

VILLAGE SUPERINTENDENCIES

GRADE 8

COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.38				10.42			
Mid		7.45				9.48			
Low		6.72				8.82			
Mother's Ed.									
High		8.53				10.50			
Mid		7.51				9.53			
Low		6.51				8.59			
Father's Occp.									
High		8.45				10.43			
Mid		7.45				9.55			
Low		6.93				8.99			
Non Verbal IQ									
High		9.21				10.69			
Mid		7.71				9.38			
Low		6.39				7.95			
Verbal IQ									
High		9.52				10.85			
Mid		7.84				9.30			
Low		6.37				7.72			
Total IQ									
High		9.56				10.82			
Mid		7.76				9.27			
Low		6.16				7.69			

Appendix O

Section II, Grade 8

Large Rurals Tables

LARGE RURALS

GRADE 8 VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.35				10.41			
Mid		7.40				9.52			
Low		6.65				8.72			
Mother's Ed.									
High		8.31				10.23			
Mid		7.32				9.48			
Low		6.24				8.49			
Father's Occp.									
High		8.35				10.19			
Mid		7.20				9.39			
Low		6.89				9.01			
Non Verbal IQ									
High		8.94				10.63			
Mid		7.67				9.48			
Low		6.00				8.23			
Verbal IQ									
High		9.33				10.82			
Mid		7.63				9.32			
Low		5.56				7.92			
Total IQ									
High		9.34				10.91			
Mid		7.78				9.36			
Low		5.67				7.90			

LARGE RURALS

GRADE 8

READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.19				10.37			
Mid		7.09				9.55			
Low		6.44				8.72			
Mother's Ed.									
High		8.34				10.40			
Mid		7.06				9.45			
Low		6.14				8.45			
Father's Occp.									
High		8.35				10.35			
Mid		7.05				9.48			
Low		6.51				8.89			
Non Verbal IQ									
High		9.05				10.85			
Mid		7.41				9.49			
Low		5.92				7.95			
Verbal IQ									
High		9.43				11.01			
Mid		7.45				9.27			
Low		5.72				7.56			
Total IQ									
High		9.48				10.96			
Mid		7.42				9.31			
Low		5.69				7.60			

LARGE RURALS

GRADE 8 LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.28				10.69			
Mid		7.00				9.95			
Low		6.13				9.07			
Mother's Ed.									
High		8.25				10.81			
Mid		6.96				9.81			
Low		5.88				8.74			
Father's Occp.									
High		8.40				10.69			
Mid		6.92				9.81			
Low		6.25				9.24			
Non Verbal IQ									
High		9.41				11.00			
Mid		7.27				9.82			
Low		5.55				7.78			
Verbal IQ									
High		9.46				11.24			
Mid		7.39				9.79			
Low		5.42				7.64			
Total IQ									
High		9.63				11.10			
Mid		7.47				9.85			
Low		5.35				7.53			

LARGE RURALS

GRADE 8

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.64				10.70			
Mid		6.72				9.82			
Low		5.88				9.19			
Mother's Ed.									
High		7.77				10.73			
Mid		6.59				9.72			
Low		5.71				8.86			
Father's Occp.									
High		7.88				10.74			
Mid		6.66				9.89			
Low		6.08				9.40			
Non Verbal IQ									
High		8.90				11.20			
Mid		6.87				9.89			
Low		5.33				8.06			
Verbal IQ									
High		9.30				11.36			
Mid		7.17				9.77			
Low		5.32				7.46			
Total IQ									
High		9.38				11.38			
Mid		7.17				9.83			
Low		5.11				7.57			

LARGE RURALS

GRADE 8

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.14				11.06			
Mid		7.18				10.56			
Low		6.41				9.86			
Mother's Ed.									
High		8.23				11.16			
Mid		7.04				10.47			
Low		5.94				9.46			
Father's Occp.									
High		8.28				11.11			
Mid		7.10				10.49			
Low		6.22				10.03			
Non Verbal IQ									
High		9.45				11.53			
Mid		7.71				10.57			
Low		5.57				8.24			
Verbal IQ									
High		9.61				11.71			
Mid		7.60				10.50			
Low		5.37				8.16			
Total IQ									
High		9.67				11.58			
Mid		7.62				10.52			
Low		5.36				8.21			

LARGE RURALS

GRADE 8

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.92				10.74			
Mid		6.80				10.14			
Low		5.79				9.27			
Mother's Ed.									
High		8.06				10.93			
Mid		6.58				10.01			
Low		5.67				9.09			
Father's Occp.									
High		8.11				10.88			
Mid		6.57				10.03			
Low		5.84				9.58			
Non Verbal IQ									
High		9.39				11.27			
Mid		6.92				10.10			
Low		5.02				7.96			
Verbal IQ									
High		9.34				11.24			
Mid		7.08				10.00			
Low		4.76				7.79			
Total IQ									
High		9.68				11.37			
Mid		7.26				9.91			
Low		4.81				7.78			

LARGE RURALS

GRADE 8

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.28				11.00			
Mid		6.72				10.07			
Low		5.84				8.99			
Mother's Ed.									
High		8.10				11.13			
Mid		6.71				10.03			
Low		5.36				8.61			
Father's Occp									
High		8.41				11.01			
Mid		6.59				10.21			
Low		5.93				9.19			
Non Verbal IQ									
High		9.32				11.16			
Mid		7.19				10.02			
Low		5.32				7.95			
Verbal IQ									
High		9.23				11.37			
Mid		7.20				9.92			
Low		5.19				7.52			
Total IQ									
High		9.73				11.26			
Mid		7.21				10.03			
Low		5.22				7.50			

LARGE RURALS

GRADE 8

WORK SKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.42				10.54			
Mid		7.44				9.70			
Low		6.84				9.08			
Mother's Ed.									
High		8.55				10.48			
Mid		7.45				9.73			
Low		6.67				8.77			
Father's Occp.									
High		8.53				10.55			
Mid		7.42				9.65			
Low		6.87				9.23			
Non Verbal IQ									
High		9.67				11.08			
Mid		7.83				9.71			
Low		6.24				8.05			
Verbal IQ									
High		9.60				11.03			
Mid		7.75				9.47			
Low		6.18				7.84			
Total IQ									
High		9.85				11.16			
Mid		7.85				9.57			
Low		6.09				7.82			

LARGE RURALS

GRADE 8

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.49				10.49			
Mid		7.56				9.72			
Low		6.71				9.24			
Mother's Ed.									
High		8.50				10.45			
Mid		7.31				9.69			
Low		6.81				8.93			
Father's Occp.									
High		8.42				10.41			
Mid		7.32				9.77			
Low		6.63				9.24			
Non Verbal IQ									
High		9.38				10.95			
Mid		7.80				9.68			
Low		6.13				8.28			
Verbal IQ									
High		9.29				10.91			
Mid		7.73				9.67			
Low		6.24				8.26			
Total IQ									
High		9.48				11.12			
Mid		7.77				9.67			
Low		6.11				8.27			

LARGE RURALS

GRADE 8

WORKSKILLS Sub-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.09				10.73			
Mid		7.27				9.88			
Low		6.31				9.01			
Mother's Ed.									
High		8.40				10.62			
Mid		7.34				9.78			
Low		6.08				8.73			
Father's Occp.									
High		8.19				10.76			
Mid		7.22				9.79			
Low		6.50				9.19			
Non Verbal IQ									
High		9.36				11.49			
Mid		7.63				9.81			
Low		6.10				8.08			
Verbal IQ									
High		9.45				11.36			
Mid		7.20				9.64			
Low		5.87				7.84			
Total IQ									
High		9.63				11.59			
Mid		7.28				9.68			
Low		5.87				7.84			

LARGE RURALS

GRADE 8

WORK SKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.43				10.61			
Mid		7.59				10 11			
Low		6.61				9.40			
Mother's Ed.									
High		8.45				10.62			
Mid		7.49				10.06			
Low		6.35				9.05			
Father's Occp.									
High		8.57				10.69			
Mid		7.37				9.93			
Low		6.67				9.48			
Non Verbal IQ									
High		9.63				11.23			
Mid		7.89				10.13			
Low		5.98				8.34			
Verbal IQ									
High		9.77				11.16			
Mid		7.87				9.97			
Low		5.94				8.06			
Total IQ									
High		10.07				11.32			
Mid		7.92				10.06			
Low		5.86				8.13			

LARGE RURALS

GRADE 8

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.05				10.23			
Mid		7.40				9.63			
Low		6.86				9.10			
Mother's Ed.									
High		8.12				10.26			
Mid		7.26				9.51			
Low		6.52				8.65			
Father's Occp.									
High		8.26				10.32			
Mid		7.16				9.45			
Low		6.88				9.16			
Non Verbal IQ									
High		9.16				10.79			
Mid		7.49				9.44			
Low		6.23				8.08			
Verbal IQ									
High		9.17				10.77			
Mid		7.55				9.32			
Low		6.24				7.95			
Total IQ									
High		9.37				10.80			
Mid		7.44				9.21			
Low		6.21				8.08			

LARGE RURALS

GRADE 8

MATH SUB-1
Arith. Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.34				10.94			
Mid		7.36				10.11			
Low		6.80				9.26			
Mother's Ed.									
High		8.46				10.98			
Mid		7.45				9.99			
Low		6.79				9.03			
Father's Occp.									
High		8.48				10.93			
Mid		7.22				9.93			
Low		6.89				9.52			
Non Verbal IQ									
High		9.60				11.36			
Mid		7.58				9.89			
Low		6.44				8.20			
Verbal IQ									
High		9.49				11.30			
Mid		7.60				9.77			
Low		6.60				8.04			
Total IQ									
High		10.06				11.48			
Mid		7.62				9.77			
Low		6.35				8.08			

LARGE RURALS

GRADE 8

MATH. SUB-2
Arith. Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.44				9.68			
Mid		6.94				9.41			
Low		6.53				8.86			
Mother's Ed.									
High		7.65				9.83			
Mid		6.85				9.30			
Low		6.13				8.65			
Father's Occp.									
High		7.72				9.85			
Mid		6.77				9.30			
Low		6.55				8.95			
Non Verbal IQ									
High		8.49				10.36			
Mid		7.24				9.29			
Low		5.88				8.40			
Verbal IQ									
High		8.59				10.51			
Mid		7.36				9.33			
Low		5.86				8.38			
Total IQ									
High		8.74				10.42			
Mid		6.99				9.22			
Low		5.65				8.33			

LARGE RURALS

GRADE 8

COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.27				10.28			
Mid		7.47				9.56			
Low		6.67				8.76			
Mother's Ed.									
High		8.34				10.31			
Mid		7.40				9.52			
Low		6.36				8.43			
Father's Occp.									
High		8.36				10.30			
Mid		7.40				9.53			
Low		6.73				8.92			
Non Verbal IQ									
High		9.36				10.68			
Mid		7.74				9.49			
Low		6.19				7.77			
Verbal IQ									
High		9.49				10.73			
Mid		7.75				9.26			
Low		6.14				7.58			
Total IQ									
High		9.65				10.80			
Mid		7.80				9.36			
Low		6.10				7.54			

Appendix P

Section II, Grade 8

Small Rurals Tables

SMALL RURALS

GRADE 8

VOCABULARY

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.33				10.59			
Mid		7.21				9.38			
Low		6.44				8.59			
Mother's Ed.									
High		8.10				10.42			
Mid		7.13				9.33			
Low		6.05				8.32			
Father's Occp.									
High		8.18				10.47			
Mid		7.20				9.38			
Low		6.56				8.93			
Non Verbal IQ									
High		8.89				10.98			
Mid		7.38				9.38			
Low		5.91				8.18			
Verbal IQ									
High		9.33				11.12			
Mid		7.83				9.29			
Low		5.61				7.69			
Total IQ									
High		9.42				11.12			
Mid		7.69				9.30			
Low		5.62				7.79			

SMALL RURALS

GRADE 8

READING

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.19				10.39			
Mid		7.22				9.48			
Low		6.44				8.70			
Mother's Ed.									
High		8.15				10.43			
Mid		7.07				9.38			
Low		6.12				8.39			
Father's Occp.									
High		7.87				10.33			
Mid		7.26				9.51			
Low		6.55				8.95			
Non Verbal IQ									
High		9.24				10.88			
Mid		7.41				9.37			
Low		5.85				7.91			
Verbal IQ									
High		9.35				11.02			
Mid		7.61				9.33			
Low		5.66				7.70			
Total IQ									
High		9.70				11.11			
Mid		7.53				9.28			
Low		5.68				7.50			

SMALL RURALS

GRADE 8

LANGUAGE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.22				10.67			
Mid		6.73				9.69			
Low		6.01				8.84			
Mother's Ed.									
High		8.15				10.63			
Mid		6.55				9.57			
Low		5.76				8.61			
Father's Occp.									
High		8.27				10.80			
Mid		6.80				9.61			
Low		6.03				9.00			
Non Verbal IQ									
High		9.08				11.25			
Mid		7.18				9.81			
Low		5.51				8.01			
Verbal IQ									
High		9.44				11.12			
Mid		7.38				9.49			
Low		5.54				7.55			
Total IQ									
High		9.63				11.21			
Mid		7.31				9.59			
Low		5.35				7.55			

SMALL RURALS

GRADE 8

LANGUAGE SUB-1
Spelling

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.12				10.73			
Mid		6.66				9.81			
Low		5.82				9.01			
Mother's Ed.									
High		8.03				10.75			
Mid		6.39				9.67			
Low		5.67				8.75			
Father's Occp.									
High		8.12				10.68			
Mid		6.67				9.64			
Low		5.84				9.23			
Non Verbal IQ									
High		8.82				11.02			
Mid		6.92				9.85			
Low		5.68				8.56			
Verbal IQ									
High		9.20				11.19			
Mid		7.22				9.69			
Low		5.18				7.69			
Total IQ									
High		9.37				11.30			
Mid		7.11				9.75			
Low		5.18				7.84			

SMALL RURALS

GRADE 8

LANGUAGE SUB-2
Capitalization

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.17				11.16			
Mid		6.71				10.27			
Low		6.01				9.73			
Mother's Ed.									
High		8.39				11.30			
Mid		6.60				10.22			
Low		5.97				9.50			
Father's Occp.									
High		8.33				11.23			
Mid		6.89				10.29			
Low		6.09				9.60			
Non Verbal IQ									
High		9.49				11.71			
Mid		7.41				10.45			
Low		5.32				8.44			
Verbal IQ									
High		9.76				11.84			
Mid		7.15				10.11			
Low		5.54				8.25			
Total IQ									
High		9.91				11.79			
Mid		7.31				10.30			
Low		5.08				8.19			

SMALL RURALS

GRADE 8

LANGUAGE SUB-3
Punctuation

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.75				10.60			
Mid		6.47				9.86			
Low		5.79				9.02			
Mother's Ed.									
High		8.02				10.80			
Mid		6.21				9.60			
Low		5.52				8.83			
Father's Occp.									
High		7.90				10.71			
Mid		6.41				9.78			
Low		5.64				9.11			
Non Verbal IQ									
High		8.95				11.34			
Mid		7.09				9.88			
Low		5.00				8.08			
Verbal IQ									
High		9.14				11.23			
Mid		7.26				9.70			
Low		4.98				7.83			
Total IQ									
High		9.44				11.48			
Mid		7.33				9.84			
Low		4.84				7.79			

SMALL RURALS

GRADE 8

LANGUAGE SUB-4
Usage

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.17				11.04			
Mid		6.37				9.83			
Low		5.75				8.57			
Mother's Ed.									
High		8.35				10.94			
Mid		6.27				9.59			
Low		5.55				8.36			
Father's Occp.									
High		8.39				11.11			
Mid		6.45				9.73			
Low		5.81				8.78			
Non Verbal IQ									
High		8.85				11.17			
Mid		7.07				9.90			
Low		5.31				7.66			
Verbal IQ									
High		9.14				11.22			
Mid		7.00				9.97			
Low		5.27				7.44			
Total IQ									
High		9.47				11.35			
Mid		6.86				9.85			
Low		5.18				7.26			

SMALL RURALS

GRADE 8

WORK SKILLS

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.34				10.39			
Mid		7.43				9.68			
Low		6.78				8.90			
Mother's Ed.									
High		8.31				10.40			
Mid		7.37				9.59			
Low		6.27				8.64			
Father's Occp.									
High		8.16				10.30			
Mid		7.41				9.67			
Low		6.75				9.11			
Non Verbal IQ									
High		9.45				11.02			
Mid		7.81				9.47			
Low		6.24				8.06			
Verbal IQ									
High		9.46				10.98			
Mid		7.80				9.46			
Low		6.13				7.95			
Total IQ									
High		9.75				11.18			
Mid		7.89				9.46			
Low		6.06				7.75			

SMALL RURALS

GRADE 8

WORK SKILLS SUB-1
Map Reading

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.27				10.25			
Mid		7.21				9.74			
Low		6.86				9.11			
Mother's Ed.									
High		8.20				10.36			
Mid		7.36				9.56			
Low		6.49				8.92			
Father's Occp.									
High		8.23				10.17			
Mid		7.44				9.75			
Low		6.79				9.19			
Non Verbal IQ									
High		9.04				10.84			
Mid		7.54				9.61			
Low		5.85				8.45			
Verbal IQ									
High		9.06				10.85			
Mid		7.52				9.55			
Low		6.30				8.38			
Total IQ									
High		9.23				10.85			
Mid		7.72				9.43			
Low		5.93				8.09			

SMALL RURALS

GRADE 8

WORKSKILLS SUB-2
Reading Graphs & Tables

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.39				10.57			
Mid		7.35				9.92			
Low		6.21				9.13			
Mother's Ed.									
High		8.16				10.70			
Mid		7.26				9.86			
Low		5.89				9.12			
Father's Occp.									
High		8.18				10.46			
Mid		7.44				9.84			
Low		6.78				9.36			
Non Verbal IQ									
High		9.29				11.64			
Mid		7.33				9.66			
Low		5.86				8.17			
Verbal IQ									
High		9.44				11.20			
Mid		7.22				9.73			
Low		5.54				8.22			
Total IQ									
High		9.72				11.60			
Mid		7.50				9.51			
Low		5.41				7.80			

SMALL RURALS

GRADE 8

WORKSKILLS SUB-3
Use of Reference Materials

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.59				10.83			
Mid		7.49				10.04			
Low		6.68				9.21			
Mother's Ed.									
High		8.50				10.87			
Mid		7.44				9.83			
Low		6.31				9.08			
Father's Occp.									
High		8.43				10.84			
Mid		7.50				10.06			
Low		6.86				9.40			
Non Verbal IQ									
High		9.51				11.00			
Mid		7.93				9.92			
Low		6.05				8.45			
Verbal IQ									
High		9.83				11.09			
Mid		8.12				9.81			
Low		5.99				8.10			
Total IQ									
High		10.10				11.33			
Mid		8.02				9.84			
Low		5.94				7.90			

SMALL RURALS

GRADE 8

ARITHMETIC

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.97				9.99			
Mid		7.37				9.60			
Low		6.88				9.00			
Mother's Ed.									
High		8.02				10.04			
Mid		7.31				9.49			
Low		6.64				8.79			
Father's Occp.									
High		7.88				9.99			
Mid		7.45				9.57			
Low		6.95				9.13			
Non Verbal IQ									
High		8.90				10.70			
Mid		7.56				9.47			
Low		6.51				8.27			
Verbal IQ									
High		8.79				10.56			
Mid		7.76				9.45			
Low		6.46				8.23			
Total IQ									
High		8.98				10.66			
Mid		7.65				9.39			
Low		6.39				8.16			

SMALL RURALS

GRADE 8

MATH SUB-1
Arith. Concepts

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.94				10.56			
Mid		7.41				10.03			
Low		7.00				9.35			
Mother's Ed.									
High		8.04				10.68			
Mid		7.29				10.00			
Low		6.70				9.01			
Father's Occp.									
High		7.81				10.60			
Mid		7.51				10.02			
Low		7.06				9.60			
Non Verbal IQ									
High		9.44				11.40			
Mid		7.62				9.94			
Low		6.58				8.24			
Verbal IQ									
High		9.43				11.32			
Mid		7.66				9.74			
Low		6.39				8.40			
Total IQ									
High		9.71				11.39			
Mid		7.68				9.86			
Low		6.43				8.10			

SMALL RURALS

GRADE 8

MATH SUB-2
Arith. Problem Solving

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		7.56				9.73			
Mid		7.04				9.38			
Low		6.54				8.92			
Mother's Ed.									
High		7.68				9.81			
Mid		6.84				9.36			
Low		6.20				8.82			
Father's Occp.									
High		7.54				9.67			
Mid		7.13				9.34			
Low		6.64				8.99			
Non Verbal IQ									
High		8.24				10.22			
Mid		7.00				9.15			
Low		6.30				8.59			
Verbal IQ									
High		8.43				10.31			
Mid		7.34				9.22			
Low		6.21				8.46			
Total IQ									
High		8.42				10.16			
Mid		7.19				9.12			
Low		6.05				8.45			

SMALL RURALS

GRADE 8

COMPOSITE

	Total Number	P_{25}	Number Under	Percent Under	Scale Value	P_{75}	Number Over	Percent Above	Scale Value
Father's Ed.									
High		8.23				10.15			
Mid		7.26				9.41			
Low		6.57				8.60			
Mother's Ed.									
High		8.17				10.18			
Mid		7.27				9.36			
Low		6.28				8.34			
Father's Occp.									
High		8.14				10.22			
Mid		7.32				9.43			
Low		6.65				8.89			
Non Verbal IQ									
High		9.32				10.81			
Mid		7.61				9.35			
Low		6.27				7.87			
Verbal IQ									
High		9.45				10.76			
Mid		7.85				9.18			
Low		6.13				7.61			
Total IQ									
High		9.57				10.92			
Mid		7.81				9.21			
Low		6.13				7.43			

Appendix Q

Blank Forms

Quartile Consolidation Table

Appendices A & C

Grade	Achievement Area	Average Score	Classification							
			State	Commty. Type	Father's Educ.	Mother's Educ.	Father's Occup.	N-Verb. I.Q.	Verbal I.Q.	Total I.Q.
5	Vocabulary									
	Reading									
	Language									
	L-1									
	L-2									
	L-3									
	L-4									
	Workskills									
	WS-1									
	WS-2									
	WS-3									
	Arithmetic									
	A-1									
	A-2									
	Composite									
8	Vocabulary									
	Reading									
	Language									
	L-1									
	L-2									
	L-3									
	L-4									
	Workskills									
	WS-1									
	WS-2									
	WS-3									
	Arithmetic									
	A-1									
	A-2									
	Composite									

Quartile Consoldiation Table by Community Type

Appendices B & D

Grade	Achievement Area	Average Score	Classification						
			Father's Educ.	Mother's Educ.	Father's Occp.	N-Verb. I.Q.	Verbal I.Q.	Total I.Q.	Remarks
5	Vocabulary								
	Reading								
	Language								
	L-1								
	L-2								
	L-3								
	L-4								
	Workskills								
	WS-1								
	WS-2								
	WS-3								
	Arithmetic								
	A-1								
	A-2								
	Composite								
8	Vocabulary								
	Reading								
	Language								
	L-1								
	L-2								
	L-3								
	L-4								
	Workskills								
	WS-1								
	WS-2								
	WS-3								
	Arithmetic								
	A-1								
	A-2								
	Composite								

Scale Value Consolidation Chart
By Grade

Scale Value	Grade		Total
	5	8	
10 9 8 7 6 5 4 3			
2 1			
0			
-1 -2			
-3 -4 -5 -6 -7 -8 -9 -10			

Scale Value Consolidation Chart
by Sex

Scale Value	Sex		Total
	Boys	Girls	
10 9 8 7 6 5 4 3			
2 1			
0			
-1 -2			
-3 -4 -5 -6 -7 -8 -9 -10			

Scale Value Consolidation Chart
By Main Test Area

Scale Value	Main Test Area						Total Value
	Vocabulary	Reading	Language	Work Skills	Arithmetic	Composite	
10 9 8 7 6 5 4 3							
2 1							
0							
-1 -2							
-3 -4 -5 -6 -7 -8 -9 -10							

Scale Value Consolidation Chart
by Socioeconomic and Occupational Category

Scale Value	Socioeconomic and Occupational Level			Total
	Father's Education	Mother's Education	Father's Occupation	
10 9 8 7 6 5 4 3				
2 1				
0				
-1 -2				
-3 -4 -5 -6 -7 -8 -9 -10				

Scale Value Consolidation Chart
by Intelligence Quotient

Scale Value	Intelligence Quotient			Total
	Non Verbal	Verbal	Total	
10 9 8 7 6 5 4 3				
2 1				
0				
-1 -2				
-3 -4 -5 -6 -7 -8 -9 -10				

Scale Value Consolidation Chart
by Achievement Level

Scale Value	Achievement Level		Total
	Low	High	
10 9 8 7 6 5 4 3			
2 1			
0			
-1 -2			
-3 -4 -5 -6 -7 -8 -9 -10			